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ABSTRACT

The guide is intended to help Georgia educators develop curricula for students with mild to severe educational handicaps. Topics briefly addressed include: differing needs of secondary-aged handicapped students; accommodating the range of handicapping conditions; determining content, materials, instructional sequence and means of evaluating progress; assumptions of curriculum development for students with mild disabilities (e.g., the principles of normalization and individualization); the curriculum development process; considerations in developing curricula for students with severe or profound mental handicaps; transition from school to adult life; and instructional strategies. The major portion of the document consists of appendixes providing information on: resources; the core curriculum; student assessment; graduation requirements and credentials; vocational education; and rehabilitation services. The cooperative agreement between the Georgia Departments of Education and Human Resources is included. (DB)

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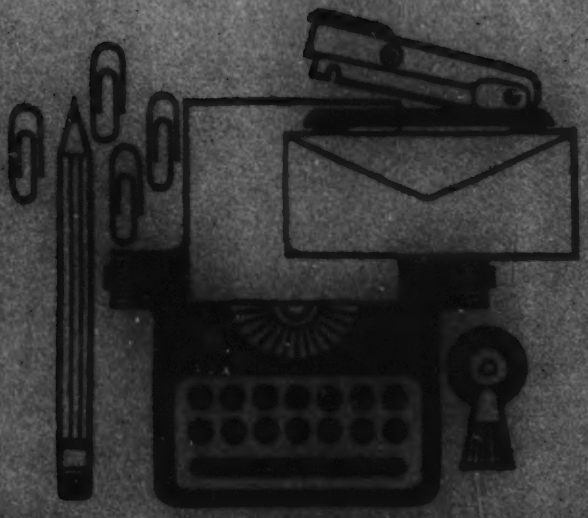
A Curriculum Framework for Secondary-aged Handicapped Students



Accommodating Handicapping Conditions

Integrating IEP with Curriculum

Modifying and Adapting Curriculum

Planning for Transition

Georgia Department of Education
in cooperation with the
South Atlantic Regional Resource Center

Werner Rogers
State Superintendent of Schools

Curriculum Framework for Secondary-aged Handicapped Students

South Atlantic Regional Resource Center
Denise B. Stewart, Ed. D., Developer

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Werner Rogers
State Superintendent of Schools
Georgia Department of Education

1990

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Contents

Purpose ii

Introduction 1

Curricula for Secondary-aged Handicapped Students
Are Currently Limited in Number, Scope and Applicability 2

Curriculum Development for Secondary Students with Mild Educational Handicaps 4

Curriculum Development for Secondary Students with Severe or Profound Mental Handicaps 9

References 14

Appendix A - Resources 15

Appendix B - Core Curriculum 22

Appendix C - Student Assessment 38

Appendix D - Graduation Requirements and Credentials 43

Appendix E - Vocational Education 52

Appendix F - Rehabilitation Services 55

Purpose

All people with handicaps should be provided an education and living environment as close to that of their nonhandicapped peers as possible. If feasible, handicapped students should be integrated into the regular classroom, should interact frequently with nonhandicapped peers and should be taught skills necessary to function as an adult in society. For some students with a mild disability, a regular education curriculum with only slight modifications may be sufficient. For those with a severe disability, a specially designed curriculum including extensive modifications in content and teaching techniques may be necessary.

Community-based Instruction (CBI) may also be appropriate for students with handicaps ranging from mild to severe. Ultimate functioning requires that educators help handicapped students develop and acquire the skills necessary to allow them to function as independently as possible in as many environments as possible.

The purpose of the *Curriculum Framework for Secondary-aged Handicapped Students* is to serve as a philosophical base in determining curricula for students with mild educational handicaps and students with severe profound mental handicaps. Students with moderate mental handicaps or severe vision, hearing, physical or health impairments may have needs that can be addressed at either or both ends of this curriculum continuum.

Introduction

In the past, provision of service to the handicapped focused on elementary-aged students. The amount of federal and state money available to fund programs for young handicapped individuals reflected the common belief that early identification programs would not only reduce the number of adolescents requiring special education, but also the severity of the handicapping conditions as well.

Reports do show that the proportion of secondary students receiving special education services is lower than that at the elementary level. However, early identification and intervention, are not necessarily the only reasons for the smaller number of secondary-aged students served. Many professionals attribute the lower numbers to the high dropout rate associated with handicapped adolescents. The following sections discuss some of the more pressing issues related to curriculum for secondary-aged students.

The Needs of Secondary-aged Handicapped Students Differ from Those of Younger Children.

The needs of students with handicaps at the secondary level differ markedly from those of younger children. Secondary programs for the handicapped are often characterized by their focus on mental rather than chronological age of the students. Instructional content and materials are often selected from elementary special education curricula because the intellectual and academic functioning of the students is at that level. The chronological age of a student seems to be ignored. To be effective, however, programming must be age-appropriate.

By the time a student reaches the secondary level, there is limited time to acquire the skills necessary to achieve his or her potential. Major decisions must be made immediately regarding postschool plans (e.g., vocational training, postsecondary academic training, domestic living options, social skills, etc.).

Curricula for Secondary-aged Handicapped Students Are Currently Limited in Number, Scope and Applicability.

Professionals and parents recognize the need for curricula specifically for students with handicaps at the secondary level. According to Goldstein (1986), there appears to be a startling absence of districtwide curriculum guides for students with handicaps ranging in age from approximately 13 to 21. Curricula that are both age-appropriate and directly related to the skills necessary to function in society should be developed. Goldstein also points out that instructional inconsistencies among special eduction classes and lack of continuity from year to year and level to level are direct results of the lack of appropriate curricula in local school districts. Instructional decision making and planning for secondary handicapped programs becomes fragmented and less effective. When curricula do exist, they merely represent a regular education program presented at a slower rate to accommodate a mild handicapping condition.

There is a necessity to design curriculum options, not merely a single curriculum guide for all students with mild handicaps. In order for curricula to be applicable, several considerations must be taken into account.

Accommodate the range of handicapping conditions.

The range of abilities and disabilities among students with handicaps vary in the same way as those of nonhandicapped individuals. Students not only differ according to handicapping condition (specific learning disabled, behavior disordered, hearing impaired, mentally handicapped, etc.), but in the severity of the disability as well. Therefore, curricula should be designed to accommodate the range of abilities and the degree of severity of the problems. For some students with a mild disability, a regular education curriculum with only slight modifications may be sufficient. For others with a severe disability, a specially designed curriculum including extensive modifications in content, material and teaching techniques may be necessary.

Integrate the Individual Education Program with the curriculum.

Unfortunately, some special educators view the Individualized Education Program (IEP) as synonymous with or as a substitute for a curriculum guide. Wasserman (1986) describes the distinction between the IEP and curriculum. She views curriculum as the content of education. The IEP is the "vehicle which carries the student along the road at his or her own pace to a diploma" and graduation. The IEPs reflect, not function as, the curriculum.

Take into account chronological age.

Educational programming should be appropriate to the chronological age of the student. Therefore, handicapped adolescents should receive educational services in the same location as other students of the same age. All too often, handicapped adolescents are found in self-contained special education classes in an elementary school, thereby receiving service with six, seven or eight year olds. Instructional goals and objectives for adolescents are quite different from those of younger children.

Determine content, materials, instructional sequence and means of evaluating progress.

Curricula should be developed that determine the relevant content to be learned and the sequence of the concepts to be taught, choose age-appropriate instructional materials and specify a means of evaluating student progress. Instructional content and materials should not only be chosen with regard to a student's academic functioning level, but according to his or her physical, social and emotional levels as well. For example, a special education teacher should not use a traditional basal reader with juvenile illustrations and content to instruct a learning disabled student who is 16 years of age with normal physical, social and emotional development. Specialized

reading material should be chosen. This becomes a problem when so few age-appropriate materials exist.

Plan for postschool services and transition.

Planning for postschool services is a unique and extremely important consideration when developing curricula for handicapped students. Postschool services may include a range of options including college, technical school, vocational training, supported work and paid employment, among others. Secondary schools must help handicapped students and their parents prepare for what will happen when the student is graduated or leaves school. This planning must be an ongoing process and should take place years, not months, before a student completes his or her public school education.

Curriculum Development for Secondary Students with Mild Educational Handicaps

The process of determining curricula for students with mild educational handicaps is based on three major assumptions.

1. The determination of curricula for students with mild educational handicaps is based on the principles of normalization and individualization.

Normalization is the philosophical belief that every handicapped person, regardless of the nature or severity of the handicapping condition, should be provided with an education and living environment as close to that of his or her nonhandicapped peers as possible. This means that students with handicaps should

- be integrated into the regular classroom as much as possible,
- interact with nonhandicapped peers as frequently as possible and
- be taught skills necessary to function independently as an adult in society.

Individualization is the mechanism by which a student's specific needs are met. Individualization consists of identifying a student's strengths and weaknesses through formal and informal diagnostic procedures, determining appropriate goals and objectives based on those specific needs and providing an educational environment that will facilitate the acquisition of skills. The individual is of prime importance.

Professionals hope to provide an educational program for handicapped students that is as close to the norm as possible. A certain degree of normalization is achieved through individualization. Although students are treated as unique individuals with specific characteristics and needs, the goal is to prepare them for integration into the community.

Figure 1

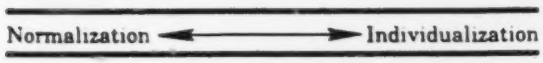


Figure 1 shows that normalization and individualization are not necessarily on opposite ends of a continuum. In a two-way process, each influences the other.

2. Regular education curricula will serve as the basis for determining curricula for mildly educationally handicapped students.

Curriculum development refers to the formal identification of concepts and operations to be taught deliberately in the schools. Those skills and operations are generally organized into what is commonly known as a curriculum guide. School districts develop these guides to serve as a reference for instruction. By consulting a curriculum guide, a teacher can select the appropriate content and the sequence in which this content should be covered. This selection is made according to the age or grade level of the pupils involved, as well as their overall characteristics.

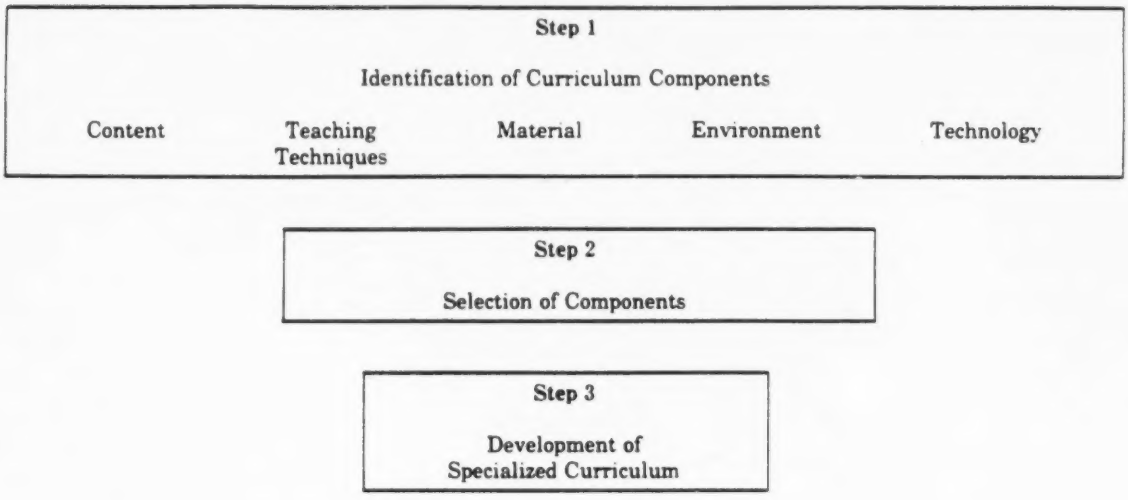
Students with mild educational handicaps typically experience minor difficulty in school and society. Some students with mild educational handicaps are not significantly different from nonhandicapped students. Therefore, there may be no reason to remove them totally from the regular educational system.

If one accepts the premise of normalization, then an educational program that closely approximates the regular classroom should be provided. This statement means not only that students with mild handicaps should be placed in the most normal setting possible, but that they should have opportunities to experience the same materials, teaching techniques, goals and objectives and activities as nonhandicapped students. In other words, **the regular education curriculum should serve as the basis for determining curricula for students with mild educational handicaps**. If one expects mildly handicapped students to be able to function adequately in society with their peers, then the same skills must be taught to both.

3. There is a three-step curriculum development process that can be used in determining curriculum.

To determine the appropriate curricula for students with mild educational handicaps, existing

Figure 2
Three-step Curriculum Development Process



regular education curricula should also be examined. A three-step curriculum development process is then initiated. Figure 2 portrays this process.

Step 1: Identification of Curriculum Components

Curricula are made up of five components.

- Content
- Teaching techniques
- Material
- Environment
- Technology

Content Component

Curriculum content for mildly educationally handicapped secondary-aged students should include training in academics, study skills, personal responsibility and career development. The curriculum must be related to functional life skills and be organized in a manner that allows students to use their life experiences to acquire basic concepts.

Academics

There appears to be consensus among special educators that curricula for mildly educationally handicapped students should incorporate the following traditional academic areas.

- Mathematics
- Science
- English and language arts
- Social studies

The *Quality Core Curriculum for Public Schools* (Georgia Department of Education, 1988) provides a comprehensive list of curriculum content areas to be covered in grades 9-12.

- English language arts
- Fine arts (music, art, drama)
- Foreign language
- Health and safety education
- Mathematics
- Physical education
- Science
- Social studies
- Computer technology
- Vocational education

When designing a curriculum for secondary students with mild educational handicaps, all academic areas should be considered.

Study Skills

Secondary students with mild educational handicaps are expected to be able to manage themselves in the classroom environment and, eventually, in society with little or no support from others. Students need to be self-directed and self-

sufficient academically. Therefore, it is suggested that the curriculum contain a study skills component that includes the following.

- Locating information
- Evaluating material
- Organizing and summarizing data
- Retaining essentials of what is read
- Flexibility or adjusting rate to purpose

Personal Responsibility

A critical measure of success and adjustment for mildly handicapped adolescents is the degree to which they can interact effectively with others. Social skills are necessary for success in school, independent living and the world of work. Social skills necessary to be successful in a school situation may include.

- Exhibiting appropriate means of interacting with peers and adults
- Following directions
- Completing work on time

To live independently, students need to be able to

- manage their finances,
- transport themselves,
- communicate through various technological modes,
- perform various domestic skills and
- participate in some recreational activities.

Career Development

Part of the responsibility of the schools is to prepare students to enter the adult world. This includes making students aware of the variety of occupations available in the community. Career awareness focuses on the types and numbers of job options available.

Prevocational training, however, focuses on the behaviors associated with a job, such as attitude, promptness and cleanliness. In contrast, vocational training focuses on the acquisition of specific job skills.

Figure 3 summarizes examples of the content areas described.

Teaching Techniques

In addition to the content or skills to be taught, a curriculum guide should suggest various teaching techniques which a teacher may use. Techniques may include suggested hands-on activities, group versus individualized instruction, lecture format, etc. Suggestions for ways to teach a skill should be included in a curriculum guide.

Material

A curriculum guide should include a listing of the instructional materials used to teach the skills or content described earlier. Instructional materials include textbooks, workbooks, concrete objects or audiovisual equipment necessary to introduce and reinforce skills.

Figure 3
Examples of Secondary Curriculum Content Areas

Academics

- English language arts
- Fine arts
- Foreign language
- Health and safety education
- Mathematics
- Physical education
- Science
- Social studies
- Computer technology

Study Skills

- Locating information
- Evaluating materials
- Organizing and summarizing data
- Retaining essentials of what is read
- Flexibility or adjusting rate to purpose

Personal Responsibility

- Interaction with peers and adults
- Following directions
- Independent living
- Community involvement
- Recreation and leisure

Career Development

- Career awareness
- Prevocational training
- Vocational training

Environment
The environment is the teaching setting. Environment may include the regular classroom, outdoor playground, a supermarket, etc.

Technology
A listing of technological equipment might also be included under the materials component. Specifically, technology refers to computers or any adaptive assistive devices that may be used during instruction.

In summary, Step 1 of the curriculum development process is the identification of all the components which comprise a regular curriculum for, in this case, secondary students. The list of components described in this section is not an exhaustive one. Additional components may exist. Once all the components are identified, however, a selection or delineation of relevant ones (Step 2) is made to accommodate students with mild handicaps.

Step 2: Selection of Components

Once all the components of the regular secondary curriculum are identified (Step 1) the particular needs of a student or group of students are assessed. Based on those needs, a decision is made regarding the extent to which the regular education curriculum is appropriate for students with handicaps. In other words, a student with a less severe handicapping condition will follow a curriculum closer to the regular education program. Conversely, a more severely handicapped student requires a program more unlike the regular secondary one identified in Step 1.

Step 2 allows an educator to select those components of the regular education curriculum most appropriate to the special needs of students. Only those content areas, teaching techniques, materials, environment and technologies directly related to the specific needs, characteristics and strengths and weaknesses are selected or identified as the appropriate curriculum for a student who is mildly educationally handicapped.

Adapting or modifying the regular secondary curriculum to accommodate mildly educationally handicapped individuals may be accomplished through various strategies, including the following.

- Varying method of classroom presentation
- Changing format
- Changing input/output modes
- Using multimedia material
- Grouping students
- Changing schedules
- Providing tutors
- Providing reinforcement
- Using real-life situations
- Providing opportunities for repetition
- Teaching effective learning strategies
- Modifying materials and textbooks

Figure 4 lists and describes the various adaptive strategies that may be used in Step 2.

Figure 4
Adaptive Strategies

Varying Method of Presentation
Information may be presented in a variety of ways. Teachers are encouraged to change the format (i.e., lecture, group discussion, written tasks, multimedia, etc.)

Changing Format
Changing the format entails modifying the physical arrangement of the print material. This method is used when
- the assignment is too long or
- spacing or organization is interfering with the student's visual perceptions.

Changing Input/Output Modes
This strategy entails determining the mode (auditory, visual, kinesthetic/tactile) through which students acquire information best. For example, if a student experiences difficulty in reading material (visual mode), tapes (auditory mode) could be used to present the information.

Multimedia
Multimedia instruction uses a variety of games, teaching machines and concrete manipulative objects to facilitate learning.

Grouping
Students may be grouped according to academic level, academic need, learning style, interest and pattern of social interaction.

Schedule
Tasks may need to be kept short. Teachers should consider the time of day when students learn best.

Tutors
Aides, volunteers, paraprofessionals or peer tutors help individualize instruction and provide reinforcement of newly learned skills.

Reinforcers
Students should be reinforced or praised immediately for correct responses when initial learning is taking place. Reinforcement should also be individualized.

Real-life Situations
Students should be taught skills necessary to function with a variety of community environments.

Repetition
Several opportunities to review newly learned material should be provided.

Learning Strategies
Students are taught strategies to facilitate their own learning process, including note taking, study skills, outlining, etc.

Modifying Material
Texts and other printed materials may be modified by simplifying the language level, providing multiple cues to vocabulary and deleting or explaining idiomatic language.

Step 3: Curriculum Development

As previously mentioned, the more severely handicapped a student is, the more he or she requires a curriculum with components that differ from the regular education program. Students with moderate mental handicaps may have needs at either or both ends of the curricula continuum. Students with moderate to severe vision, hearing or physical handicaps may require extensive adaptations to the existing curricula. Step 3 in the curriculum development process allows special educators the opportunity to design a curriculum for a particular student or group of students. An alternative program comprised of specific content, teaching techniques or technology not normally used in the regular program may be designed for those students who are more moderately or severely mentally handicapped. Step 3, curriculum development, allows educators the opportunity to design curriculum more functional in nature, emphasizing such areas as independent living, adaptive social behavior and vocational training.

The specific needs of secondary students with severe or profound mental handicaps are examined in the next section.

The Needs of Students with Severe or Profound Mental Handicaps Differ from Those of Students with Mild Educational Handicaps.

High school programs for mildly and severely mentally handicapped students share several characteristics. Both stress functional proficiency in basic academic skills, preparation for independent living, leisure and recreation and career or vocational training. The goals of secondary programs may be similar, but the actual curriculum content and instructional technology differs. Students with severe or profound mental handicaps require an extensive modification of the curriculum and instructional techniques based on their inability to (1) generalize what they have learned to different environments or new situations, (2) learn at a quick pace and (3) instinctively know when and where to use newly acquired skills.

Until recently, special educators were fairly unconcerned about what to teach students with severe or profound mental handicaps. More emphasis was placed on securing an educational placement in the least restrictive environment and developing appropriate assessment and instructional procedures including task analysis and behavior modification techniques (Wilcox and Bellamy, 1982). Now that instructional procedures and technology have been developed, attention may be focused on what to teach secondary students with severe or profound mental handicaps.

Curriculum Development for Secondary Students With Severe or Profound Mental Handicaps

Approaches to Developing Curricula

Wilcox and Bellamy (1982) identified four basic approaches to developing curricula for secondary students with severe or profound mental handicaps. Figure 5 lists and describes those approaches.

Figure 5
Approaches to Curriculum Development for Students with Severe or Profound Mental Handicaps

Eliminative
Self-injurious, noncompliant and maladaptive behaviors that interfere with the acquisition of skills must be eliminated before education can proceed.

Developmental
Normal child development is the basis for education. Skills to be taught are sequenced according to normal development.

Basic Skills
Curriculum content consists of traditional academic skills in isolated content areas (i.e., numbers, telling time, making change, reading road signs, etc.)

Demands of Adult Life
Curriculum focus is on skills necessary for the adult world (i.e., vocational training, leisure activities, domestics, community life and interaction with nonhandicapped peers).

Eliminative

Eliminating behaviors that interfere with learning is an essential part of the education process. All inappropriate behaviors, however, need not be eliminated before instruction is initiated. Educational programming should not be delayed in order to eliminate all inappropriate behaviors. Instead, instruction should take place simultaneously with the elimination of undesired social behaviors.

Developmental

Normal child development is the basis for education. Skills to be taught are sequenced and selected according to normal development. This approach is based on the assumption that there is sufficient time available for students to acquire skills through direct and indirect teaching. The developmental approach is, therefore, more applicable to young children. By the time a student reaches high school, there is not much time left to work on skills not directly related to the world in which he or she lives. If one were to use the developmental approach in working with secondary students with severe or profound mental handicaps, the skills selected would not be age appropriate for 13-21 year olds.

Basic Skills

As described in Figure 5, the basic skills approach emphasizes curricular content consisting of isolated skills. This approach is based on the assumption that students with severe or profound mental handicaps will be able to apply isolated skills such as telling time and making change to real life situations such as arriving to work on time and shopping. This, however, is not the case. Students with severe or profound mental handicaps have difficulty generalizing skills taught in one fashion to other situations. A more functional approach is needed.

Demands of Adult Life

The development of a curriculum should be based on those skills necessary to function in the adult world. Programs should prepare students with severe handicaps to participate in community life, live as independently as possible and secure and hold a job. The community in which the handicapped adult will live must be examined to determine the specific skills to be taught.

Considerations in Developing Curricula

The following elements should be considered when developing a curriculum for secondary students with severe or profound mental handicaps.

- Identification of functional skills
- Integration with nonhandicapped peers
- Determination of materials, instructional techniques, sequence, setting and means of evaluating progress
- Age-appropriateness of experiences
- Generalization
- Parental involvement

These considerations are interrelated and affect one another. An explanation is provided in subsequent sections.

Identification of Functional Skills Areas

Educators must provide training for secondary students with severe or profound mental handicaps in the following four major functional skill areas.

- Vocational training
- Domestic living and self-care
- Leisure and recreational activities
- Community life

These are areas around which adult life centers. In order for a person to function outside of the school environment, training must be provided so that the handicapped student can (1) secure and hold a job, (2) be self-sufficient and (3) interact with handicapped and nonhandicapped peers.

Vocational Training

Several strategies exist for preparing students to work. Some strategies are more appropriate and successful for mildly handicapped students. Vocational preparation for severely handicapped secondary students is a much more complex issue. Wilcox and Bellamy review seven vocational preparation strategies.

Career Awareness — A variety of occupations are presented and discussed. The focus is on the types and numbers of job options available to students.

Prevocational Training — The behaviors associated with holding a job (such as attitude, promptness and cleanliness) are taught. Actual job training is not the issue.

School-based Workshop — Simulated work settings and tasks make up the regular school day. This is not necessarily the "real thing." This type of workshop seldom includes nonhandicapped peers.

In-school Mainstreaming — Handicapped students are integrated into the regular vocational program. Modifications are made to accommodate students when necessary.

Work Experience — Students have the opportunity to work at a real job. The objective is to give students a variety of true experiences. It is not, however, the place for severely handicapped students to learn initial job skills unless supervision or coaching can be provided.

Specific Job — An individual is trained by an on-site supervisor to perform a specific job or task at the actual job site. Training is generally quite specific in nature.

Jobs or Skill Cluster — Students are trained to perform a set of skills related and basic to several kinds of jobs. This is a less rigid approach than the specific job strategy.

The curriculum model for employment must be community-referenced, integrated, longitudinal and community-based.

Community-referenced curricula are based on adult life in a particular neighborhood, city or county. Job training is based on the number and types of jobs available in the local community. For example, if a student with a severe or profound mental handicap lives in a rural community in which farming is the major vocation, it would not be practical to provide industrial training. Rusch and Cadsey-Rusch (1985) list the following four steps for preparing students with severe or profound mental handicaps for employment.

Step 1

Community is surveyed via the following techniques to identify possible job opportunities.

- Keeping a record of the frequency of jobs advertised in the newspaper
- Obtaining a list of jobs from local rehabilitation counselors
- Contacting local businesses
- Listing previously successful employment placements of graduates

Once jobs have been identified, skills associated with those jobs are determined.

Step 2

Establish community-based (nonsheltered) training sites. Community-based training stations must ensure generalization to jobs. Traditionally sheltered workshops, adult day care centers and work activity centers served as an end rather than as training centers for future employment.

Step 3

Job Placement

Step 4

A substantial amount of on-the-job training and supervision is provided at the beginning of employment to ensure generalization of skills acquired at the community-based training site. Additional training is provided throughout

employment to help support the person on the job.

Domestic Living and Self-care Skills

The skills associated with establishing independence are numerous and complex. The list below highlights only a few.

housecleaning	grooming
laundry	banking
food preparation	budgeting
food storage	using money
basic tools	restaurant purchases
appliances	eating
daily cleanliness	dressing
cosmetics	personal hygiene

Preparation for independent living must take place in the community and the home, not just in the school setting.

Leisure and Recreational Activities

Skill in appropriate use of leisure time is often not included in a curriculum for mildly handicapped or even nonhandicapped students. Most youngsters participate in recreational activities with little guidance or instruction from teachers. In those cases, use of leisure time is modeled by peers. With the severely handicapped population, however, structured training for participation in leisure and recreational activities must be provided. Severely handicapped individuals need to learn how to use their leisure time if they are to be integrated into the adult world. No one spends all of his or her time in school or on the job. There is a time for recreational activities such as sports, games and socializing. Students need to know what options exist and be able to make choices among those options.

Community Life

An overriding goal of service to students with severe or profound mental handicaps is to facilitate their integration into the community. The kinds of transportation, shopping, restaurants, recreation and health services available should be considered when developing a curriculum for a handicapped individual. Community life should be the focal point of education.

Integration with Nonhandicapped Peers

Educational programs should not be designed to isolate handicapped students from their nonhandicapped peers. Consideration must always be given to integrating handicapped students to the maximum extent possible. It is, therefore, expected that people with severe or profound mental handicaps must be integrated with nonhandicapped on the job, in domestic living arrangements, during leisure activities and in all other aspects of community life. When developing a curriculum for severely handicapped secondary students, the extent to which integration will occur both at the present time and in the future must be considered.

Determination of Materials, Instructional Techniques, Sequence, Setting and Means for Evaluating Progress

Curricula should be functional in nature. It is imperative that all skills presented are directly related to everyday life and the specific needs of individuals. Instructional material and techniques must be age-appropriate and also directly related to the situation or setting in which the skill is expected to be exhibited. Therefore, it is more appropriate when teaching money as a skill area to use real coins and bills rather than graphic representations. It is also desirable to provide experiences at a supermarket if a student is expected to exhibit newly acquired skills in real life situations.

Instruction must be sequenced and skill areas broken down into small teaching steps. It is likely that the more severely handicapped a student is, the smaller the teaching steps need to be.

Instructional progress also should be measured on a daily basis. It is necessary to determine the extent to which students are meeting the goals and objectives set for them. Failure to meet those goals and objectives indicates a need for instructional changes.

Age Appropriateness of Experiences

The determination of a curriculum is based on the chronological age of the student. Even though a student may be functioning intellectually and academically at the level of a younger child, curriculum content must reflect the chronological age of the students. Therefore, material and objectives associated with skill areas must be related to those behaviors necessary for functioning in the adult world. Adolescents are being prepared for activities after their school years.

Generalization

All too often, training which occurs in the classroom or in a simulated environment cannot be

generalized across environments, materials and people. Generalization of vocational, domestic and leisure skills must be built into the environment. Merely training students to use certain equipment in the school vocational workshop will not insure that they will be able to use the same or similar tools in a real work environment.

Parental Involvement

Parents should be involved in developing curricula for students with severe or profound handicaps. They can provide important information about the community in which the student lives, the domestic living arrangement and family unit, as well as leisure or recreational options. Parents become the primary coordinator of services once the student is graduated. Parents can help set realistic goals for the adult life of their son or daughter.

Transition from School to Adult Life

Assessments and curricula must reflect the student's needs with regard to transition. Transition refers to preparing the student for subsequent environments, expectations, norms, rules, etc. For example, a student participating in a preschool program located on a nursery school campus must be systematically taught the skills necessary to participate in that setting as well as subsequent settings (e.g. an elementary school campus). In addition, students graduating from school programs must be systematically taught to participate not only in high school, college and university environments, but also in work and community environments. Students of all ages must be taught to participate in activities within nonschool environments (e.g., home, neighborhood, work, recreational environments) in order to facilitate their transition from school to nonschool and postschool environments. (Falvey, 1986)

On an individual student basis, transition plans must be developed and implemented during school years. Components of such transition plans might consist of the following.

1. Establishing a cooperative working relationship with adult service agencies within the students' community
2. Delineating a plan with the assistance of the adult service agencies, community, school employees, parents, potential community employers and students that reflects potential work, living and recreation/leisure environments within the students' community
3. Developing IEPs that reflect goals and objectives that are chronologically age-appropriate and functional within vocational, domestic, recreation/leisure and community environments
4. Instructing in job and job-related skills within these community job environments previously identified
5. Identifying needed support and other resources in order for the student's transition to be successful
6. Facilitating the procurement of those resources identified as necessary for the student and for his or her family
7. Follow-up by school personnel of students in their adult environments in order to evaluate life-style opportunities for the student (Falvey, 1986)

Instructional Strategies

Gaylord-Ross and Holvoet (1985) outline three instructional strategies that must be incorporated into the development of curricula for secondary students with severe or profound mental handicaps based on the characteristic behaviors of that population.

Lack of Stimulus Generalization

The inability to perform a skill in a different environment from which the skill was acquired is referred to as a lack of stimulus generalization. This phenomenon is typically characteristic of students with severe handicaps. Therefore, a functional curriculum should to be developed in such a way as to ensure that students are taught the same skill in a variety of settings, using a variety of material, by a variety of instructors or individuals. Students with severe handicaps need to be taught how to generalize the skills they learn in a systematic and organized fashion.

Inability to Learn Quickly

Remediation strategies for slow acquisition rates should be incorporated into the curricula. Research has shown that people who have an opportunity to rest between practice trials learn much more quickly than those who are asked to practice the skill over and over with no rest between trials. Allowing a student to change tasks instead

of resting between practice trials results in even faster learning. The functional curriculum approach must, therefore, incorporate spaced and distributed trials in addition to the massed trial format into most other curriculum models.

Inability to Know When and Where to Use Skills

Students with severe handicaps generally do not have the instinctive ability to know when and where to exhibit acquired skills. A functional curriculum model should emphasize not only the behavior or skill, but the cue or stimulus necessary to impart the behavior. Scheduling skill practice and teaching skills in a realistic context is vitally important.

Step 3 of the curriculum development process presented earlier in this paper designates the need to develop a specific program or curriculum for more students with severe or profound mental handicaps. For the older student, this means identifying the skills necessary to function in the adult world. This approach appears to be both the newest and most effective in determining curricula for secondary students with severe or profound mental handicaps.

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Falvey, Mary A., *Community Based Curriculum — Instructional Strategies for Students With Severe Handicaps*, Baltimore, Maryland: Paul H. Brookes Publishing Company, 1986.

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Appendix A
Resources

Curriculum Guides

A Framework for Curriculum Development for Secondary Learning Disabled Students (1986)
Long Island University Transition Project
Learning How to Learn: A High School/College Linkage Model to Expand Higher Educational Opportunities for Learning Disabled Students
Seidenberg, P.
Long Island University
Brooklyn, New York 11201

A Guide for Working with Handicapped Students in Occupational Exploration (1980)
Collins, M., and Thompson, B.
Education Service Center Region 8
Mount Pleasant, Texas 75455

A Mental Disabilities Curriculum Framework (1984)
Gonwa, J., and Clary, J.T.
Iowa State Department of Public Instruction
Division of Special Education
Des Moines, Iowa 50319

A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students. Vol. V–C: Affective Curriculum for Secondary Emotional Handicapped Students (1983)
Orange County Public Schools
Orlando, Florida 32802

Basic Life Functions Instructional Program Model (1978)
Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, Wisconsin 53707

Career Education for the Exceptional Student (1979)
South Carolina Department of Education
Columbia, South Carolina 29201

Community-based Work and Independent Living Training for Deaf-blind and Other Severely Disabled Youth and Young Adults (1983)
Education Service Center
1314 Himes
San Antonio, Texas 78208
(512) 299-2400

Curriculum-based Assessment: Procedures for Secondary Learning-disabled Students: Student Centered and Programmatic Implications (1986)
Seidenberg, P.
Long Island University Transition Project
Long Island University
Brooklyn, New York 11201

Curriculum Guide Bank Outreach, Pre-college Programs
Galludet University
Washington, D.C. 20002

Curriculum and Methods for the Mildly Handicapped (1982)
Allyn & Bacon Inc.
470 Atlantic Ave.
Boston, Massachusetts 02210

Design of High School Programs for Severely Handicapped Students
Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, Maryland 21204

Educational Programs for Severely Handicapped Students, (1982) Vol. XII
University of Wisconsin
Department of Behavioral Disabilities
432 N. Murray St.
Suite 304
Madison, Wisconsin 53708
(608) 263-5860

Individually Prescribed Program of Instruction for Pupils Who Are Orthopedically Handicapped (1977)
South Carolina Department of Education
Office of Programs for the Handicapped
Columbia, South Carolina 29201

Maryland Life Skills Curricular Framework (1986)
Haigh, J.A.
Maryland Department of Education
Baltimore, Maryland 21201

Project Assist: Curriculum Accommodation for the Handicapped, Manual for Faculty (1982)
Department of Special Services
Mesa Community College
1833 W. Southern Ave.
Mesa, Arizona 85202

Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students: An Interactive Model for Exceptional Secondary Students (Impress) (1984)
Bureau of Education for Exceptional Students
Florida Department of Education
Tallahassee, Florida 32301

Special Education Curriculum Guide (1986)
Riverside County Office of Special Education
Division of Special Schools and Services
Riverside, California 92502

Survival Skills for the Student with Learning Disabilities (1978)
Iowa ACLD
313 N. 13th
Indianola, Iowa 50125

Teaching Functional Academics (A Curriculum Guide for Adolescents and Adults with Learning Problems) (1982)
University Park Press
300 N. Charles St.
Baltimore, Maryland 21201

Teaching Interpersonal and Community Living Skills (A Curriculum Model for Handicapped Adolescents and Adults) (1982)
University Park Press
300 N. Charles St
Baltimore, Maryland 21201

Teaching Research Curriculum for Handicapped Adolescents and Adults: Personal Hygiene (1980)
Teaching Research Publications
345 N. Monmouth Ave.
Monmouth, Oregon 97361

Teaching Research Curriculum for Handicapped Adolescents and Youth: Dressing, Clothing Selection and Maintenance (1980)
Teaching Research Publications
345 N. Monmouth Ave.
Monmouth, Oregon 97361

Teaching Severely Handicapped Students in the Community (1981)
DeKalb County Special Education Association
DeKalb, Illinois 60115

Teaching Social and Leisure Skills to Youth with Autism (1982)
Developmental Training Center
2853 E. 10th St.
Bloomington, Indiana 47405

The Unrealized Potential: College Preparation for Secondary Learning Disabled Students
A Guide for Secondary School Administrators, Faculty and Parents (1987)
C.W. Post - Long Island University
Dr. Pearl Seidenberg
Special Education Department
Brookville, N.Y. 11548
(516) 299-0200

Journal Articles and Texts

Baca, Leonard, and Harris, Kathleen, Teaching Migrant Exceptional Children. *Teaching Exceptional Children*. V20, n4, pg 32-5. Summer, 1988.

Brolin, D.E., and Brolin, J., *Vocational Preparation of Persons with Handicaps*. Columbus, Ohio: Charlie E. Merrill Publishing Company, 1982.

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Clough, Peter, Bridging mainstream and special education: a curriculum problem. *Journal of Curriculum Studies*, July-August 1988, V20, n4, pgs 327-28.

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Ferguson, D.L., The ideal and the real: the sorting out of public policy in curricula for severely handicapped students. *Remedial and Special Education*, 1985, V6, n3.

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Hudson, Pamela J., and Fradd, Sandra H., Learning Strategy instruction modifications to meet the educational needs of limited english proficient learning disabled students. *Journal of Reading, Writing, and Learning Disabilities International*, 1987 V3, n3, pg 195-211.

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Lytle, Richard Risser, A social skills training program for deaf adolescents. *Perspectives for Teachers of the Hearing Impaired*, Nov/Dec 1987, V6, n2, pg 19-22.

Millward, Alan S. Old wine in discredited bottles? Curriculum development for the low attainer. *Oxford Review of Education*, 1987, V13, n3, pg 297-306.

Radabaugh, M.T., and YuKish, J.F., *Curriculum and Methods for the Mildly Handicapped*. Boston, MA: Allyn and Bacon, 1982.

Robinson, S.M.; Brazelale, C.T.; and Colson, S.E., Preparing dysfunctional learners to enter junior high school: a transitional curriculum. *Focus on Exceptional Children*, 1985, V18, n4.

Schultz, Jerelyn B. and Adams, Donna U., Family life education needs of mentally disabled adolescents. *Adolescence*, Spring 1987, V22, n85, pg 221-230.

Schumaker, J.B.; Pederson, C.S.; Hazel, J.S.; and Meyen, E.L. Social skills curricula for mildly handicapped adolescents: a review. *Focus on Exceptional Children*, 1983.

Wulf, K.M. and Schave, B. *Curriculum Design: A Handbook for Educators*. Glenview, Illinois: Scott, Foresman and Co., 1985.

Zigmond, Naomi and Sansone, Janet. Designing a program for the learning disabled adolescent. *Remedial and Special Education*. Sept-Oct. 1986, V7, n5, pg 13-17.

Guides, Manuals and Other Resources

Achieving Outcomes, A guide to Interagency Training in Transition and Supported Employment; Edited by: Jane M. Everson, Mike Barcus, M. Sherril Moon, and M.V. Morton.

School to Work Transition for Youth with Severe Disabilities; Edited by; Pat McCarthy, Jane Everson, Sherril Moon, and Mike Barcus.

Competitive Employment for Person's with Mental Retardation; From Research to Practice; Edited by: Paul Wehman, Ph.D. and Janet W. Hill, M.S. Ed.

Community-Based Living Options for Young Adults with Deaf-Blindness; Philosophy, Directions, and Strategies; Edited by: Stephen S. Barrett, M. Ed., Theresa S. Carr, B.A., and Angela M. Covert, Ed.D.

Critical Issues Related to Supported Competitive Employment, Edited by: Sherril Moon, Patricia Goodall, and Paul Wehman.

Independent Living Behavior Checklist, Edited by: Richard T. Walls, Thomas Zane, and John E. Thveat.

Adult Transition Model; Planning for Postschool Services, Edited by: Bonnie Horton, Mary Maddox, and Eugene Edgar.

Parents and Transition, A Self-Teaching Workbook, Edited by: Katharin Kelker and Michael Hagen.

Individual Student Community Life Skill Profile System for Severely Handicapped Students, Edited by: Sharon Freagon, Jill Wheeler, Kim McDannel, Gayle Brankin and David Costello.

The Teaching Research Curriculum for Handicapped Adolescents and Adults, Assessment Procedures, Edited by: Joyce Peterson, Nancy Trecker, Isabelle Egan, H.D. Bud Fredericks and Carol Bunse.

Achieving Outcomes, A Guide to Interagency Training in Transition and Supported Employment; Office of Special Education and Rehabilitative Services, U.S. Department of Education. Edited by: Jane M. Everson, Mike Barcus, M. Sherril Moon, and M.V. Morton; 1987.

Typology of Transition Based on A Synthesis of the Literature; Transition Research on Problems of Handicapped Youth, University of Washington. Edited by: William J. Schill; 1988.

Community-Based Living Options for Young Adults with Deaf-Blindness; Philosophy, Directions, and Strategies; Edited by: Stephen S. Barrett, M.Ed., Theresa S. Carr, B.A., and Angela M. Covert, Ed.D.

Critical Issues Related to Supported Competitive Employment; Rehabilitation Research and Training Center Virginia Commonwealth University. Edited by: Sherril Moon, Patricia Goodall, Paul Wehman; September, 1985.

Independent Living Behavior Checklist; West Virginia University. Edited by: Richard T. Walls, Thomas Zane, Jones, E. Thvedt; 1979.

Adult Transition Model: Planning for Postschool Services, Networking and Evaluation Team, Experimental Education Unit, Child Development and Mental Retardation Center, College of Education, University of Washington. Edited by: Bonnie Horton, Mary Maddox, Eugene Edgar; 1984.

Planning, Training, Placement Transition, Parents and Transition: A Self-teaching Workbook; The Montana Center for Handicapped Children. Edited by: Katharine Kelker, Michael Hagen; July 1983-June 1986.

Individual Student Community Life Skill Profile System for Severely Handicapped Students; Northern Illinois University - DeKalb and DeKalb County Special Education Association. Edited by: Sharon Freagon, Jill Wheeler, Kim McDannel, Gayle Branskin and David Costello; 1983.

The Teaching Research Curriculum for Handicapped Adolescents and Adults; Oregon State System of Higher Education. Edited by: Joyce Petersen, Nancy Trecker, Isabelle Egan, J.D. Bud Fredericks and Carol Bunse; March 1983.

Projects

Harold Russell Associates, Inc.
235 Bear Hill Rd.
Waltham, MA 02154
(617) 890-2698

Harold Russell Associates (HRA) has undertaken a project aimed at improving the occupational preparation of handicapped youth by facilitating the coordination between special education and vocational rehabilitation services. The project focuses on identifying exemplary programs and disseminating information on replicating them. Project information is currently available.

HEATH Resource Center
One Dupont Circle NW
Suite 670
Washington, D.C. 20036-1193

The HEATH Resource Center operates the National Clearinghouse on Postsecondary Education for Handicapped Individuals. The center serves as an exchange for information on educational support services, policies, procedures, adaptations and opportunities in colleges, vocational/technical schools, adult education programs, independent living centers and other postsecondary training programs. A newsletter is published.

Las Cumbres Learning Services, Inc.
P.O. Box 740
Las Alamos, New Mexico 87544

Las Cumbres Learning Services is funded by the U.S. Department of Education to provide assistance to developmentally disabled persons making a transition from school to adult services. Through public service announcements, the project fosters public awareness, acceptance and integration of handicapped persons.

National Director of Transition Specialists
HEATH Resource Center
National Clearinghouse on Postsecondary Education for Handicapped Individuals (1986)

This directory lists the names and addresses of individuals specializing in transition in each of the states and territories across the nation.

OSERS News in Print
Office of Special Education and Rehabilitation Services
U.S. Department of Education
Rm. 3018, Switzer Building
330 C St., SW
Washington, D.C.
(202) 732-1723

The Office of Special Education and Rehabilitation Services publishes a newsletter focusing on

such areas as supported employment, transition, postsecondary services and coordination of adult services.

Rehabilitation Research and Training Center (RRTC)
Virginia Commonwealth University
1314 W. Main St.
Box 2011
Richmond, Virginia 23284-0001
(804) 257-1851

The Rehabilitation Research and Training Center provides research and training related to the employment of mentally retarded adults. Successful and continued job placements, onthejob training and followup services are provided in conjunction with local rehabilitation agencies, work facilities and secondary education programs. An information bulletin is available.

Project Code: Career and Life Planning
Pentre, Barbara; Weisert, Hilde
Vernon Township Public Schools, New Jersey
(1980)

The curriculum applies career counseling principles to students with learning and/or emotional problems. Social effectiveness training is combined with an approach based on career and life planning.

Additional Resources

Ashby, Sylvia, and Bensberg, Gerard J., Ed. *Cooperative occupational preparation of the handicapped: Exemplary models.* 1981.

Research and Training Center in Mental Retardation
Texas Tech University
Box 4510
Lubbock, Texas 79409
(806) 742-3131

Cost: $10

Presentation of 10 exemplary programs with successful cooperation among special education, vocational education and vocational rehabilitation. Basic premise of exemplary programs was that the blending of resources and perspectives of more than one funding stream would be stronger than "noncooperative" planning. Further consideration is given to sample forms, summaries of state agreements and nomination materials for cooperative planning.

Halpern, Andrew S., and Benz, Michael R. *Toward excellence in secondary special education: A statewide study of Oregon's high school programs for students with mild disabilities.*

The University of Oregon
Publication Section
Research and Training Center
217 Clinical Services Building
Eugene, Oregon 97403
(503) 686-3585

Cost: $3

Statewide study conducted by the University of Oregon to determine the extent and nature of special education services to high school students. Three major content areas were addressed: academic instruction, vocational education/work experience and transition services. Subject groups included administrators, teachers and parents.

Halpern, Andrew S., et. al. *Community living assessment and teaching system.* 1982.

Oregon State Department of Education
Office of Special Education
700 Pringle Parkway SE
Salem, Oregon 97310
(503) 378-3569

The Community Living Assessment and Teaching (Training) System (CLATS) is a comprehensive evaluation and instructional package designed to help severely retarded adolescents and adults adjust to the community. The components of the system include an assessment manual, a teacher's manual, domestic curriculum and self-care curriculum.

Howard, Nancy, Ed. *Puzzled about educating special need students? A handbook on modifying vocational curricula for handicapped students.* University of Wisconsin, 1980.

Wisconsin Vocational Studies Center
Publication Unit
265 Educational Sciences Building
1025 W. Johnson St.
Madison, Wisconsin 53706
(608) 263-4357

Cost: $39 Handbook and Bibliography

The purpose of this handbook is to help vocational educators and others provide appropriate vocational education for handicapped students through the modification of vocational programs. Readers can review ways to recognize handicapped students and to modify vocational programs for the following handicapping conditions: emotional impairments, learning impairments

and physical impairments. The final chapters deal with vocational assessment of the handicapped, as well as models of service delivery.

Zittel, Gail *Project Workability*, 1983.
Four documents: (1) Goals, Objectives, and Activities of State Department of Education Handicapped Youth Model Site Project or "Work Ability" Project, (2) Project Workability Evaluation Report, (3) State Coordination, (4) Report by the Auditor General of California (p281).

Gail Zittel
Department of Education
721 Capitol Hall
Sacramento, California 95814
(916) 324-3637

Cost: N/C

The documents describe and evaluate a cost-effective employment and training model that enables handicapped secondary students to obtain and keep unsubsidized employment in the private sector. Primary focus of the model is to improve the attitudes of employers, parents, teachers and handicapped students with regard to the employability of handicapped secondary students.

Educators' Guide to Exemplary Special Education Curricula, Results of a National Field-Based Survey (1987), Ash, Paul, Ed., Council for Exceptional Children, Indianapolis Indiana Federation, Indiana Federation Council for Exceptional Children Newsletter, v24 n4, Spring 1987.

IFCEC Newsletter
Paul Ash, Editor
Room 229 - State House
Indianapolis, Indiana 46204

This newsletter presents a list of 248 special education curriculum guides identified as exemplary through the National Special Education Curricula Survey, a national service project of the Indiana Department of Education.

Appendix B
Core Curriculum

CURRICULUM Code: IDA-EP

STUDENT COMPETENCIES
(Effective: August 1985)

The Office of Instructional Services shall develop, through the task force appointed, student competencies for recommendation to the state board and shall develop procedures for a quadrennial review of student competencies as required by law and state board policy. Procedures shall include, but not be limited to, the following.

- A process for recommending task force members to the state board
- The printing and dissemination of the competencies to local school systems. The competencies will be included in Essential Skills for Georgia Schools: A Quality Basic Education
- The provision of workshops and technical assistance to local school systems and Regional Educational Service Agencies relative to incorporating the competencies into local curriculum guides and course offerings
- The development of standards and procedures to monitor school systems to ensure that opportunities to master competencies are being offered
- The coordination of the review and revision process.

SEQUENCED CORE CURRICULUM

STATE-FUNDED COURSES
(Effective: August 1985)

The Office of Instructional Services shall establish, for state funding purposes, a list of courses which meet the requirements of state board policy IDA for authorized expenditure of state funds. The list shall be reviewed in conjunction with the competencies, revised as needed, and provided to local school systems. The Office of Instructional Services shall also develop administrative procedures and guidelines for the review and approval of courses not previously identified for state funding purposes. Guidelines shall include, but not be limited to, the following:

- The major part of the content in the course guide shall contribute to the achievement of one or more student competencies established by the Georgia Board of Education

- The major portion of class time shall contribute to the achievement of one or more student competencies established by the state board.

QUADRENNIAL REVIEW OF CORE CURRICULUM
(Effective: May 1, 1989)

The Office of Instructional Services shall be responsible for providing staff support to the task force required by this policy and coordinating the quadrennial review of the student competencies and the uniformly sequenced core curriculum. A list of prospective task force members shall be compiled by the Office of Instructional Services and recommended to the State Superintendent of Schools. The state superintendent shall recommend prospective members of the task force to the Georgia Board of Education and the board shall appoint the task force. Members of the task force shall include three principals (one elementary, one middle and one high school), one local superintendent, two local board of education members, three representatives from the business community, two curriculum directors, six teachers, the Chairmen of the House and Senate Education Committees and two representatives recommended by the Governor. The Chairman of the Georgia Board of Education shall designate a state board member to serve as a member and chairman of the task force.

Exhibit A

GEORGIA DEPARTMENT OF EDUCATION

List of State-Supported Courses

The state-supported courses listed below must be based upon and consistent with the 76 student competencies required by the Quality Basic Education Act. Instruction shall be guided by the Quality Core Curriculum and state and locally adopted curriculum guides.

I. Primary Grades (K-3)

A. Dance
B. Drama
C. Foreign Languages
D. Gifted Education
E. Health Education
F. Language Arts
G. Mathematics
H. Music
I. Physical Education
J. Safety Education
K. Science
L. Social Studies
M. Visual Arts

II. Middle Grades (4-8)

A. Dance
B. Drama
C. Foreign Languages (including Foreign Languages - Level I)
D. Gifted Education
E. Health Education
F. Language Arts
G. Mathematics (including Algebra I and Prealgebra)
H. Music
I. Personal Learning Skills
   1. Utilization of Technology
   2. Research Skills
   3. Survey of High School Courses
J. Physical Education
K. Safety Education
L. Science
M. Social Studies
N. Visual Arts

Exhibit A

O. Vocational Education
1. Agriculture (Exploratory)
2. Business (Exploratory)
3. Home Economics (Exploratory)
4. Industrial Arts (Exploratory)
5. Program of Education and Career Exploration

III. High School (9-12)

A. English Language Arts
1. Advanced Composition
2. Advanced Placement: Language and Composition
3. Advanced Placement: Literature and Composition
4. American Literature
5. Applied Communication
6. Applied Language and Usage
7. Author Studies
8. Basic English
9. Basic Reading (Remedial)
10. Basic Writing (Remedial)
11. Beginning Composition
12. Communication Skills Lab (Verbal/Non-Verbal Communication)
13. Comparative Literature
14. Contemporary Literature
15. Creative Writing
16. Developmental Reading
17. English Literature
18. Ethnic Literature
19. Gifted Education/English
20. Grammar and Usage
21. History of the English Language
22. Journalism
23. Language and/or Dialect Studies
24. Literary Genres
25. Literary Research and Analysis
26. Mythic Literature (Greek, Roman, Norse)
27. National Literature
28. Oral/Written Communication
29. Preparing for College English
30. Reading and Writing Poetry
31. Real World Action Research
32. Regional Literature
33. Remedial Writing
34. Remedial Writing Laboratory
35. Thematic Literature
36. Verbal and Non-Verbal Communication
37. World Literature
38. Writers' Workshop

B. Fine Arts
   1. Music
      a. Band
      b. Chorus
      c. Class Guitar
      d. Class Piano
      e. Ensembles
      f. Music Appreciation
      g. Music History and Literature
      h. Music Theory and Composition
      i. Orchestra

   2. Visual Arts
      a. Art History/Criticism (including Advanced Placement: Art History)
      b. Ceramics/Pottery
      c. Computer Art
      d. Crafts
      e. Drawing
      f. Graphic Design
      g. Painting
      h. Photography
      i. Printmaking
      j. Sculpture/3-D Design
      k. Video Art
      l. Visual Arts Comprehensive I (including Advanced Placement: Studio)
      m. Visual Arts Comprehensive II (including Advanced Placement: Studio)

   3. Drama
      a. Acting
      b. Advanced Drama
      c. Film, Television, Video
      d. Fundamentals of Drama
      e. Musical Theatre
      f. Speech
      g. Technical Theatre

   4. Dance
      a. Ballet I, II
      b. Dance Composition
      c. Dance History
      d. Jazz I, II
      e. Modern Dance I, II

C. Foreign Languages

D. Health Education

E. Humanities

F. Mathematics
1. Advanced Placement Calculus (AB)
2. Advanced Placement Calculus (BC)
3. Advanced Algebra and Trigonometry
4. Algebra I, II
5. Analysis
6. Applied Mathematics
7. Basic Mathematics (Remedial)
8. Calculus
9. Computer Mathematics
10. Discrete Mathematics
11. Geometry
12. General Mathematics I, II, III, IV
13. Gifted Education/Mathematics
14. Informal Geometry
15. Prealgebra
16. Quantitative Literacy
17. Senior Mathematic
18. Statistics

G. Physical Education
1. Aquatics
2. Combatives/Self-Defense
3. Gymnastics and Tumbling
4. Individual/Dual Sports
5. Outdoor Education
6. Personal Fitness
7. Rhythms and Dance
8. Team Sports
9. Track and Field
10. Weight Training

H. Safety Education

I. Science
1. Physical Sciences
a. Astronomy
b. Chemistry (including Advanced Placement)
c. Chemistry II
d. Earth Science
e. Geology
f. Gifted Education/Physical Science
g. Meteorology
h. Oceanography
i. Physical Science
j. Physics (including Advanced Placement)
k. Physics II

l. Science, Technology and Society
m. Principles of Technology

2. Life Sciences
a. Botany
b. Biology (including Advanced Placement)
c. Biology II
d. Ecology
e. Entomology
f. Genetics
g. Gifted Education/Life Science
h. Human Anatomy/Physiology
i. Microbiology
j. Zoology

J. Social Studies
1. Requirements
a. United States Studies (two Carnegie units required)
1. United States History (one Carnegie unit required)
2. Citizenship Education (Government) (one quarter or one semester required)
3. Principles of Economics/Business/Free Enterprise (one quarter or one semester required)
b. World Studies (one Carnegie unit required)
1. World Geography
2. World History (one Carnegie unit required for college preparatory seal of endorsement)
(United States History and World History may be Advanced Placement courses).

2. Electives (may be organized as quarter or semester courses)
a. American Political Behavior
b. Anthropology
c. Asian Studies
d. Comparative Economic/Political Systems
e. Comparative Religions
f. Constitutional Theory
g. Current Issues
h. Ethnic Studies
i. Gifted Education/Social Studies
j. Latin American Studies
k. Middle Eastern Studies
l. Psychology
m. Sociology
n. Sub-Saharan Studies
o. Technology and Society
p. The History of Technology
q. The Individual and the Law
r. United States in World Affairs

K. Technology Education
   1. Technology Literacy
   2. Computer Programming
   3. Advanced Placement Computer Science

L. Vocational Education
   1. Agriculture Education
   2. Business and Office Education
   3. Diversified Cooperative Training (DCT)
   4. Health Occupation Education
   5. Home Economics Education
   6. Industrial Arts Education
   7. Marketing Education
   8. Program of Education and Career Exploration (PECE)
   9. Special Needs Vocational Program (CAVE, RVI)
   10. Trade and Industrial Education
   11. Vocational Office Training (VOT)

M. Approved Academic Joint Enrollment Programs

N. Approved Vocational Joint Enrollment Programs

O. Reserve Officers Training Corps (ROTC)

No courses shall be counted for a student for any portion of the school day that the student is assigned to (1) a study hall or any noncredit course, (2) a driver education course, (3) a course recognized by State Board of Education policy as an enrichment course, (4) a course that requires participation in an extracurricular activity for which enrollment is on a competitive basis, (5) a course in which the student serves as a student assistant to a teacher in a school office or in the media center (except when such placement is an approved work site of a recognized career or vocational program) or (6) an individual study course for which no outline of course objectives is prepared and retained.

In order to receive state funding, courses shall adhere to the objectives contained in the Quality Core Curriculum and state curriculum guides, and local curriculum guides approved by the local board of education.

State Board Approved: 7/85

Student Competencies Required by QBE Act

The following competencies are required of all students by the Quality Basic Education Act. Systems are required to make instruction available to all students.

BASIC SKILLS

Certain basic skills or abilities must be developed to serve as tools for acquiring and applying other skills and knowledge. Such skills are interdependent with each other and are included in all academic subjects and disciplines. These include reading, writing, speaking, viewing, listening, mathematics, reasoning and computer literacy. A student who has acquired these tools of learning has developed the skills which are broadly described below.

In the area of reading, the student is able to:

1. determine word meanings using various word recognition skills and/or contextual clues in material read
2. comprehend the main and subordinate ideas in written work, whether directly or indirectly stated
3. interpret written instructions
4. make valid inferences (make predictions, apply information, draw conclusions, make generalizations) from material read
5. use dictionaries, parts of books and various reference sources to locate information
6. recognize the intent to persuade or mislead in material read.

In the area of writing, the student is able to:

7. use standard language patterns and mechanical conventions in spelling, punctuation, grammar and legibility
8. write for a variety of purposes such as business and personal communication
9. write in a variety of ways such as explanations, descriptions, narrations
10. select and organize ideas and information into paragraphs
11. adjust writing for purpose and situation.

In the area of listening, viewing and speaking, the student is able to:

12. follow oral instructions
13. interpret oral messages
14. evaluate the intentions and messages of media presentations (television, radio, film)
15. use standard language patterns when appropriate
16. convey verbal information clearly
17. use spoken language to suit different situations.

Learning to solve problems is the principal reason for studying mathematics. The mathematics curriculum should prepare a student to understand and employ basic mathematical concepts and operations and to analyze and draw conclusions. The mathematics curriculum should assist in the development of positive attitudes toward mathematics and prepare students to adapt to a changing technological society.

In the area of mathematics, the student is able to:

18. perform, with accuracy, the computations of addition, subtraction, multiplication, and division using natural numbers, fractions, decimals and integers
19. make and use measurements in both traditional and metric units
20. use the mathematics of:
    - integers, fractions and decimals
    - ratios, proportions and percentages
21. use basic algebraic concepts (missing addends and unknown variables) and geometric concepts (basic shapes and geometric relations)
22. make estimates and approximations and judge the reasonableness of a result
23. formulate and solve a problem in mathematical terms
24. select and use appropriate approaches and tools in solving problems (mental computation, trial and error, paper-and-pencil techniques, calculator and computer)
25. use basic concepts of probability and statistics (understand the likelihood of events occurring, know how to compute the average).

In the area of reasoning and solving problems the student is able to:

26. identify and formulate problems
27. propose and evaluate various ways to solve problems
28. locate and evaluate information needed to solve problems
29. distinguish between fact and opinion
30. reach a valid and supportable conclusion.

The computer has emerged as a basic tool for acquiring and organizing knowledge, communicating and solving problems. Knowledge of computers is necessary in order to compete successfully in postsecondary academics and in the increasingly technological workplace.

In the area of computer education, the student is able to:

31. demonstrate a basic awareness of when and how computers may be used in daily life
32. demonstrate a basic knowledge of how computers work and of common computer terminology.

SUBJECT AREAS

Just as the basic skills described above are taught and reinforced in all subject areas, the academic subjects listed as follows are interrelated and overlapping. The academic subjects are separated for convenience. A brief description of the curriculum is described and student outcomes are listed.

In the area of English language arts, the student should be able to demonstrate competency in the following skills in addition to the basic language skills listed previously. Additional opportunities for study in areas such as drama, language, literature, mass media, nonverbal communication and speech should be an integral part of the total English language arts curriculum. Decisions regarding what constitutes standard English, major works and important writers should be reviewed often, using a variety of sources.

In the area of English language, the student is able to:

33. recognize how the English language has developed and changed
34. recognize that English has many dialects
35. recognize that language is a powerful tool for thinking and learning
36. show awareness of how English operates according to grammatical systems and patterns of usage
37. recognize how content (topic, purpose, audience) influences the structure and use of language
38. demonstrate an understanding and use of various aids to develop and expand vocabulary.

In the area of literature, the student is able to:

39. select and read various forms of literature (prose, short stories, poetry, drama)
40. demonstrate critical thinking skills by interpreting, analyzing, and forming judgments regarding various forms of literature
41. demonstrate awareness of major works of classical and contemporary works of literature
42. show awareness of many writers representing diverse backgrounds and traditions.

In the area of communication skills, the student is able to:

43. take notes on important points in lectures and discussions
44. prepare original creative writings
45. participate in speaking before groups
46. locate and use resources external to the classroom, culminating in the production of term papers, essays and reports.

The science curriculum should include the study of matter (things), change (the nature of things), and energy (the cause of change) and activities which allow the student to conduct natural and experimental observations. Studies in science should also demonstrate that technology is a product of scientific inquiry and that technology affects society.

In the area of science, the student is able to:

47. understand that matter has structure and is found in various conditions
48. demonstrate a basic understanding of energy, its nature, its limits and its uses
49. understand that machines extend the physical capacities of human beings
50. demonstrate a basic understanding of the interrelationships between people and the earth and its natural resources
51. exhibit a basic scientific understanding of the varieties of living organisms and the relationships among them
52. use the basic principles of decision making as outlined in the scientific method of problem solving.

An understanding of the basic skills and concepts unique to the social studies should prepare the student for responsible citizenship with an adequate understanding of the contemporary world. The concepts and methodologies of the disciplines of history, geography, political science, economics, and behavioral sciences are included in the social studies curriculum. Students will study these disciplines as they apply to self, family unit, neighborhood, community, state, region, nation and the world.

In the area of social studies, the student is able to:

53. show an understanding of the relationship between present and past
54. demonstrate knowledge of the geography, economic and social structures, and political systems of the U.S.A. and various nations in the contemporary world
55. exhibit understanding of and tolerance for individual differences and an understanding of world interdependence
56. demonstrate knowledge and skills necessary to be a caretaker of the environment
57. demonstrate knowledge of the chronology and significance of major events and movements in world history and U. S. history
58. exhibit knowledge of the development of government and law on the local, state and national levels
59. show knowledge of the chronology and impact of technological advances

60. demonstrate an understanding of the free enterprise system and its relationship to other economic systems
61. locate, interpret and analyze information from a variety of sources including globes, maps, charts and graphs
62. understand the responsibilities of citizenship and demonstrate the skills necessary for participation in the economic and political systems of our society
63. demonstrate an understanding of a foreign people and their culture as it relates to foreign language

A comprehensive health education program should provide students with the knowledge, skills and opportunities to make decisions that lead to an optimal level of well-being and healthful living. Schools are encouraged to establish cooperative arrangements with a variety of public and private community agencies which could assist in the delivery of specific content, such as safety practices and first aid procedures. Problems such as teenage pregnancy and substance abuse demand a comprehensive and creative approach utilizing parents and volunteers as well as health care professionals. Parental permission should be required for participation in programs dealing with sensitive content.

In the area of health education, the student is able to:

64. demonstrate knowledge and understanding of the human body, its systems and functions and how health practices, nutrition and drugs and similar substances affect the body.

The purpose of physical education is to acquaint students with knowledge, understanding, values and experiences in physical activity as related to healthful living and quality use of leisure time. Content should include principles for development and maintenance of skilled performance, endurance, strength and flexibility.

In the area of physical education the student is able to:

65. select and participate in sports and other activities designed to enhance lifelong physical fitness and skilled performance.

The general purpose of career and vocational education is to provide a sequential program which includes career orientation, exploration and job preparation. Such a program will prepare students for work or for further education. The competencies related to career decision making do not need to be imparted in a specific course and, in fact, can be acquired through comprehensive counseling and career guidance services. There must be an adequate number of staff to ensure that each student receives these services.

At the secondary level, course offerings will be established based on community needs and may include agriculture education, business education, marketing and distributive education, home economics, industrial arts, trade and industrial education and introduction to emerging technologies. As a part of the course of study, students may participate in on-the-job cooperative work experiences in a wider range of occupations, as well as in leadership and skill development group activities. Disadvantaged and handicapped students may be provided remedial and/or support services to assist them in succeeding in regular vocational education programs.

In the area of career and vocational education, the student is able to:

66. demonstrate knowledge of the free enterprise system and of the roles of various career fields in the economic system
67. make tentative career decisions based upon interests abilities, and values and formulate appropriate plans for reaching career goals
68. demonstrate skills needed to obtain and keep a job.

COMPETENCIES MADE AVAILABLE, BUT NOT REQUIRED

The following competencies shall be made available to all students, but they are not required by the Georgia Board of Education. They may be required by local boards of education.

The fine arts curricula should foster development of personal skills and creative potential. In kindergarten through grade eight, experiences in fine arts should be available to all students. At the secondary level, student participation should be elective. College-bound students are encouraged to participate in order to enhance their chances of successfully meeting college entrance requirements.

In the area of fine arts, the student is able to:

69. demonstrate skills necessary to function as an appreciator of the fine arts
70. demonstrate skills necessary to function as a participant in a chosen art
71. identify the relationship between art forms and the cultures or historic periods in which they are created.

The foreign language instructional program should focus, initially, on knowledge of the sound system, grammar, vocabulary and culture. In order to increase the likelihood of fluency in language, it is desirable to begin instruction in elementary grades. Proficiency in a foreign language can only be obtained through a course sequence that extends beyond two years. Therefore, students should be afforded continued language study opportunities, specifically at the third and fourth year levels. Intermediate and advanced foreign language courses should include socio-cultural, aesthetic, and literary content as well as grammar, linguistics, and phonetics.

In the area of foreign language, the student is able to:

72. demonstrate skill in the target language when it is read or heard
73. speak and write the target language.

In the area of computer education, the student is able to:

74. demonstrate some ability to use the computer and appropriate software for self-instruction, problem-solving, word processing, and collection and retrieval of information.

In the area of health education, the student is able to:

75. exhibit understanding of family planning, parenting and parenthood, including understanding of reasons for and skills needed to postpone sexual activity.

In the area of career and vocational education, the student is able to:

76. demonstrate limited technical skill and an understanding of the tools and materials in a chosen occupational area.

Appendix C
Student Assessment

TESTING PROGRAMS - STUDENT ASSESSMENT Code: II
(CF.: IHE, IHF, JBB)

(Adopted: January 1988 Effective: January 14, 1988)

PURPOSE AND OBJECTIVES

The Georgia Board of Education endorses a program of statewide student assessment as one means of assessing the effectiveness of public education programs in the state. The objectives of the Statewide Student Assessment Program shall be as follows.

. To provide basic information and assess student progress so that teachers can prescribe more effective instruction.

. To identify students with special needs so that appropriate instruction may be provided.

. To provide local systems with basic information for assessing and evaluating program effectiveness in sufficient detail to strengthen those programs on a continuing basis.

. To provide information to parents so that they may help their children reach education goals and objectives.

. To provide information to students relating to their skills and education needs.

. To provide the Georgia Department of Education with information needed to increase education opportunities for all children, continually to strengthen education programs, to provide relevant data for evaluation purposes and to provide one source of data to meet accountability requirements.

. To provide research agencies at state and local levels with data for generating and testing hypotheses concerning all aspects of the education process.

. To provide every school system with incentives to experiment with new and promising education programs, materials, devices and organizational arrangements.

. To provide the state legislature and general public with understandable information concerning the status of education at the state, system and school levels.

. To assist school systems in using recommended practices in test administration and use of test results.

REQUIREMENTS

The Georgia Board of Education shall provide for the development of regulations and procedures for the administration of all aspects of the Student Assessment Program and for the interpretation of the data derived from the program. In order to ensure proper administration and use of Student Assessment Program test materials, these regulations and procedures shall include but not be limited to the following provisions.

- Each local system shall test with the designated criterion-referenced and norm-referenced tests all students in grades specified by the state board, or state law.

- Readiness assessment shall be administered to all children entering first grade in accordance with O.C.G.A.§20-2-151(b)(2) and as specified in state board policy IHE (Promotion and Retention) and the Student Assessment Handbook.

- The State Board of Education shall participate in the National Assessment of Education Progress (NAEP).

- Handicapped students, classified according to the Georgia Department of Education's Regulations and Procedures IDDF (Program for Exceptional Children), must be provided the opportunity to participate in the statewide testing program. Decisions related to participation of an individual handicapped student and recommendation of any modifications in administration should be made and documented during the Individualized Education Program (IEP) review. All modifications must adhere to the guidelines found in the Student Assessment Handbook.

- A limited English proficient (LEP) student may be exempted from promotion/retention testing criteria as specified in policy IHE (Promotion and Retention).

- Each local system shall designate a professional staff member to coordinate the administration of the State Student Assessment Program. Local systems shall designate a professional staff member to be in charge of test security. The person in charge of security may also be the coordinator. The name(s) and address(es) of the individual(s) from each system must be on file in the State Student Assessment Unit. Any change in designee(s) must be reported to the State Student Assessment Unit within 30 days.

- Local systems shall provide for secure storage of test materials, and only the local superintendent or the

professional staff member(s) designated by the local superintendent shall have access to the materials.

- Local systems shall have written policies and procedures relating to testing, test administration (distribution and collection of test materials), test security and use of test results.

- Each local system shall issue individual student score reports as designated by the Georgia Department of Education and provide for informing the citizens residing within its area concerning the collective achievement of enrolled students by school and system on all state mandated tests.

USE OF TEST RESULTS

The Georgia Board of Education recognizes the value of using Student Assessment Program results to improve instruction at the local school level. As a means of attaining such improvement, the state board directs that the test results be used for the following purposes.

- To identify individual student strengths and weaknesses in skill development
- To diagnose strengths and weaknesses of groups
- To individualize instruction
- To report progress to parents
- To select curriculum materials
- To set the pace of instruction
- To select methods of instruction
- To counsel students
- To help determine revisions needed in the curriculum.

The state superintendent of schools shall ensure that data derived from the Student Assessment Program are compiled, analyzed, summarized and reported to the state board annually in order to provide an overall picture of statewide student achievement.

The state superintendent of schools shall release data as required by O.C.G.A.§20-2-282(d) and upon request as required by O.C.G.A.§50-18-70, et. seq. The state superintendent of schools

shall assure that such release is congruent with the goals and objectives of the assessment program.

Scores for individual students shall be made available only to appropriate personnel within the school system in which the student is enrolled and to the parent(s) or legal guardian(s) of each student as provided by law.

The state board shall report results of the statewide Student Assessment Program to the citizens of Georgia as required by O.C.G.A.§20-2-282(d).

FUNDING

The state superintendent of schools shall request annually the Georgia General Assembly to appropriate funds necessary for the operation of the Student Assessment Programs.

O.C.G.A.§20-2-151; 20-2-281; 20-2-282; 50-18-70.

Appendix D
Graduation Requirements and Credentials

CURRICULUM Code: IHF

GRADUATION REQUIREMENTS
(Adopted: January 1988 Effective: January 14, 1988)

The Georgia Board of Education recognizes the importance of assuring adequate educational opportunities for each Georgian. This goal is to be supported by quality secondary school programs which promote personal development, academic growth, and career preparation. Such programs are to be based on a broad, flexible curriculum which addresses each student's needs, interests and abilities.

The state board defines as a major role of secondary schools the responsibility for providing the youth of Georgia with opportunities to acquire and to apply basic skills necessary for contemporary adult life. Such skills are defined as those which enable one to address effectively and efficiently the decisions and opportunities presented in a technological and free society.

Requirements for graduating from any Georgia high school which receives public funds shall include attendance, Carnegie units of credit, and life-role competency criteria signifying preparation for adult roles of learners (as measured by the Georgia High School Basic Skills Tests).

Secondary school instructional delivery and support services shall reflect the high school graduation requirements and assist all students to develop their unique potential to function in contemporary society.

Local boards of education must base their local graduation requirements on this policy and have on file a letter from the state superintendent of schools that their policy has been reviewed and that the local policy meets all state requirements. This review must be conducted every four years.

ATTENDANCE

Attendance requirements of local boards of education shall be consistent with state compulsory attendance laws.

For students more than 16 years of age, local boards may adopt policies allowing for program completion in more or less than 12 years of schooling. Attendance requirements may be waived considering the age and maturity of the student, accessibility of

alternative learning programs, student achievement levels and decisions of parents or guardians. Such attendance waivers must be consistent with guidelines of the Georgia Board of Education.

GEORGIA HIGH SCHOOL BASIC SKILLS TESTS

The Georgia High School Basic Skills Tests measure the learner competency areas of reading, mathematics and writing. Students must achieve a state board-established score on the Georgia High School Basic Skills Test to be eligible for a diploma.

A student who has NO means of written communication due to a severe physical handicap is not required to take the writing portion of the Basic Skills Tests as specified in the special education section of the Student Assessment Handbook.

CARNEGIE UNITS

All state-supported high schools are required to offer the curriculum for the required minimum general education and for endorsements in college preparatory and vocational education.

Effective the 1984-85 school year, enrolling ninth graders must meet the core curriculum requirements.

CORE CURRICULUM: General

Required Areas of Study	Carnegie Units
English Language Arts	4
Mathematics	2
Science	2
Social Studies	3
One of these units must be from the American studies area (United States history); one from citizenship education (government) and the principles of economics/business/free enterprise (one-half units for semester programs and one-third units for quarter programs); one of the units must be from the world studies area (e.g., world history or world geography).	
Health, Safety and Physical Education	1
Computer Technology and/or Fine Arts and/or Vocational Education and/or Junior ROTC	1
STATE REQUIRED UNITS	13
LOCALLY REQUIRED OR ELECTIVE UNITS	8
TOTAL UNITS REQUIRED (MINIMUM)	21

Any local system may require more than 21 units for graduation.

Additional courses selected from the following areas are also strongly recommended:

Mathematics
Science
Foreign Language
English Language Arts
Social Studies
Fine Arts (dance, drama, music, visual arts)
Computer Technology
Vocational Education
Traffic Safety Education

REMEDIAL CREDIT

Any remedial unit credits given must be included among the elective unit credits. State required unit credit must be awarded for courses which include skills and concepts generally considered to be secondary school education levels of performance. Developmental special education courses are not considered remedial.

The Georgia Board of Education requires that local boards of education provide a college preparatory program for those students who elect a rigorous academic experience. A formal seal of endorsement from the Georgia Board of Education will be awarded to those students who successfully complete the endorsed course of study. All credit awarded for the college preparatory program shall be at the assigned grade level or above (9-12).

CORE CURRICULUM FOR ENDORSEMENT: College Preparatory

Required Areas of Study	Carnegie Units	Instructional Emphases
English Language Arts	4	. Grammar and usage . Literature (American, English and world) . Advanced composition
Mathematics	3	. Courses in algebra, geometry or more advanced courses
Science	3	. Physical science . At least two laboratory courses from biology, chemistry or physics or

IHF (Continued)

Required Areas of Study	Carnegie Units	Instructional Emphases
		at least three laboratory courses from biology, chemistry or physics
Social Studies	3	. Two of these units must be from the American studies area (United States history); one from the areas of citizenship education (government) and principles of economics/business/ free enterprise (one-half units for semester programs and one-third units for quarter programs). One of the units must be world history.
Foreign Language	2	. Skill building courses: two units in one language emphasizing speaking, listening, reading and writing.
Health, Safety and Physical Education	1	. Comprehensive health course focusing on decision making for life . Physical education course focusing on physical fitness for life.
Computer Technology, and/or Fine Arts and/or Vocational Education and/or Junior ROTC	1	. Computer literacy . A more advanced course in dance, drama, music, visual arts . Agriculture education, business education, marketing and distributive education, home economics education, industrial arts

education, trade and
industrial education

STATE REQUIRED UNITS.....17
LOCALLY REQUIRED OR ELECTIVE UNITS.....4
TOTAL UNITS REQUIRED (MINIMUM).....21

Any local system may require more than 21 units for graduation.

Additional courses selected from the following areas of study are also strongly recommended.

- Advanced Mathematics (trigonometry, analysis and calculus)
- An additional laboratory course in science
- A third or fourth course in foreign language or study in a second foreign language
- English Language Arts
- Social Studies
- Fine Arts (dance, drama, music, visual arts)
- Computer Technology
- Vocational Education
- Physical Education

Carnegie Unit credit is granted only for work completed in grades 9-12. Students who graduate from any state-supported Georgia high school must earn at least 21 Carnegie units of credit. Thirteen Carnegie units must be earned through the Georgia Core Curriculum, with the remaining units earned either through local board of education requirements or elective areas of study.

Systems are prohibited from substituting courses and exempting students from the Required Minimum Core Curriculum in the general, college preparatory and vocational education programs; however, local systems may develop examinations or other procedures for placement of students.

The Georgia Board of Education requires that local boards of education prescribe a vocational education program for those students who elect a vocational preparatory experience. A formal seal of endorsement from the Georgia Board of Education will be awarded to those students who successfully complete the endorsed course of study for vocational education.

CORE CURRICULUM FOR ENDORSEMENT: Vocational Education

Required Areas of Study	Carnegie Units
English Language Arts	4
Mathematics	2
Science	2
Social Studies	3
One of these units must be from the American studies area	

(United States history); one from citizenship education (government) and the principles of economics/business/free enterprise (one-half units for semester programs and one-third units for quarter programs); one of the units must be from the world studies area (e.g., world history or world geography).

Health, Safety and Physical Education.....1
Computer technology and/or Fine Arts
and/or Vocational Education and/or Junior ROTC...1

STATE REQUIRED UNITS.....13
LOCALLY REQUIRED OR ELECTIVES UNITS.....4
REQUIRED VOCATIONAL UNITS.....4

TOTAL UNITS REQUIRED (MINIMUM).....21

School systems are required to offer at least three of the following vocational program areas for students who wish to receive credit for the vocational education endorsement.

A. Vocational Agriculture
B. Business Education
C. Home Economics (Occupational)
D. Comprehensive Home Economics
E. Health Occupations
F. Marketing Education
G. Industrial Arts
H. Trade and Industrial

Students must complete the vocational education endorsement with at least four vocational units earned, three of which must be concentrated in one of the above occupational or related program areas. One of the four units may include the Program of Education and Career Exploration (PECE), Coordinated Vocational Academic Education (CVAE) or Related Vocational Instruction (RVI).

Students who complete the college preparatory program may receive the vocational education endorsement with at least four units selected from any of the above areas.

These vocational courses may be provided either in the student's high school or via cooperative arrangement with another comprehensive high school, magnet high school or vocational high school center.

PROCEDURES FOR AWARDING CARNEGIE UNITS OF CREDIT

Three procedures may be used by local systems for awarding Carnegie units of credit or increments of units of credit.

- Course credit - Carnegie units may be awarded for courses of study based on 150 clock hours of instruction provided by the school. (Quarter programs offer 50 clock hours of instruction for one-third Carnegie unit. Semester programs offer 75 clock hours of instruction for one-half unit of credit.)

- Credit in lieu of class enrollment - Local boards may adopt policies, subject to the approval of the state superintendent of schools, to grant credit for learning which has occurred outside the school (9-12 learning experience). Local systems must develop assessment procedures to award or exempt credits in lieu of class enrollment.

- Credit for planned off-campus experiences - Local boards may adopt policies, subject to the approval of the state superintendent of schools, to grant credit for planned off-campus experiences if such experiences are a part of the planned studies program.

SECONDARY SCHOOL CREDENTIALS

The High School Diploma shall be the official document certifying completion of attendance, Carnegie units, the Georgia High School Basic Skills Tests and other requirements for high school graduation. The High School Performance Certificate shall be awarded to pupils who do not complete all of the criteria for a diploma but who meet all requirements for attendance and Carnegie units. A Special Education Diploma shall be awarded to handicapped pupils assigned to a special program who have not passed the Basic Skills Tests but who have completed all of the requirements of their Individualized Education Program.

LOCAL AUTHORITIES AND RESPONSIBILITIES

Local boards of education have the authority to exceed the state minimum criteria for graduation.

Local boards of education have responsibility for establishing instructional support and delivery services to uphold the multiple criteria for high school graduation. These services include, but are not limited to the following.

- Providing an ongoing guidance component beginning with the ninth grade. The purposes of the guidance component are to familiarize students with graduation requirements, to help them identify the likely impact of individual career objectives on the program of work studies they plan to

follow, and to provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives.

. Providing recordkeeping and reporting services that document student progress toward graduation and include information for the school, parents and students.

. Providing diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation.

. Providing instructional programs, curriculum and planned course guides and remedial opportunities to assist each student in meeting graduation requirements.

. Providing appropriate curriculum and assessment procedures for students who have been identified as having handicaps which prevent them from meeting the prescribed competency performance requirements.

O.C.G.A. §20-2-131; 20-2-140; 20-2-142; 20-2-150(a); 20-2-151(b); 20-2-154(a); 20-2-281(b).

Appendix E
Vocational Education

Handicapped Program
Related Vocational Instruction (RVI)

Vocational education grants shall be made available to local school systems to implement and maintain vocational programs for handicapped secondary students supplementing regular vocational programs. Student eligibility requires due process and identification as handicapped in one or more of the following areas: mildly mentally handicapped, moderately mentally handicapped, behavior disordered, specific learning disabled, visually impaired, speech-language disordered, hearing impaired and orthopedically handicapped. Local systems using these funds are required to observe the following guidelines.

Full-Time Programs

A. Assign on a full-time basis a certified special education teacher to the duties and tasks outlined in the job description for this program as approved by the state superintendent of schools or authorized representative

B. Provide access to a sufficient number of vocational education service areas for effective implementation of the individual education plan (IEP) for RVI students in regular vocational education programs

C. Establish, in addition to RVI, a program in at least one of the following areas: specific learning disabilities, behavior disorders, mildly mentally handicapped, interrelated

D. Use state and local matching funds within the guidelines described below

1. To purchase instructional equipment for use in providing supplemental vocational services to the handicapped

2. To purchase assessment and instructional materials for the handicapped learner involving vocational interest, aptitude, skill development, related academic instruction and vocational curricula

3. To provide the services of a certified teacher aide to perform duties and tasks outlined in the RVI aide job description

4. To provide for contracted services of selected instructional support personnel not otherwise available to help vocational instructors integrate handicapped students into existing vocational programs. These contractor personnel shall make modifications and individualize instruction to accommodate the unique characteristics of the handicapped

5. To provide extendedday or contracted services salary for the RVI teacher to conduct a program of work beyond the normal school day as approved by the principal or superintendent

6. To provide extendedyear funds for the RVI teacher to conduct activities beyond the normal school year as approved by the principal and superintendent. A maximum of 20 days may be approved for the instructor to provide for vocational assessment and transitional job placement services of handicapped students.

7. To provide travel expenses of the RVI teacher and aide to carry out an approved program of work

E. Require personnel involved in the vocational program for the handicapped to participate in appropriate staff development activities approved by the state superintendent of schools or authorized representative

F. Assign to each RVI program an active case load of at least 12 handicapped students enrolled in vocational education programs, grades 9-12. Students will be chosen by the local system special education placement committee according to legal categories of handicapped conditions.

G. Provide for the assessment of handicapped students enrolled in vocational programs to determine their interest, abilities and special needs

H. Provide counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

I. Submit a program of work before the beginning of the school year and submit a yearend summary review of program activities

Part-Time Programs
(one to three periods per day)

Grants are available for part-time RVI programs (one to three periods per day) for systems with

high schools that presently do not have full-time RVI programs. Systems will receive federal grants for part-time programs based on their entitlement as calculated by the federal formula included in the approved State Plan for Vocational Education.

A. Assign on a part-time basis a certified special education teacher to the duties and tasks outlined in the job description for this program as approved by the state superintendent of schools or authorized representative

B. Use state and local matching funds within the guidelines described below

1. Provide contracted-services special education teachers for integrating handicapped students into existing vocational programs. This includes making modifications, individualizing instruction to accommodate the unique characteristics of the handicapped, job placement, assessment, home visits, interagency coordination, etc.
2. Purchase assessment instruments and instructional materials for the handicapped learner involving vocational interest, aptitude and skill development, related academic instruction and vocational curricula
3. Purchase of instructional equipment for use only in providing supplemental vocational services to the handicapped
4. Provide travel expense of the teacher to conduct an approved program of work

C. Requires personnel involved in the vocational program for the handicapped to participate in appropriate staff development activities approved by the state superintendent of schools or authorized representative

D. Assign to each program an active case load of at least 12 handicapped students enrolled in vocational education programs, grades 9-12. Students will be chosen by the local system special education placement committee according to the legal categories of handicapped conditions.

E. Submit a program of work before the beginning of the school year and submit a year-end summary review of program activities.

F. Assess handicapped students enrolled in vocational programs to determine their interests, aptitudes and special needs

G. Provide counseling services designed to facilitate transition from school to post-school employment and career opportunities

Vocational Handicapped Grants

Systems with schools not currently providing a Related Vocational Instruction (RVI) program for handicapped students enrolled in vocational education may apply for a special grant designed to provide the needed services to handicapped students for improving their success in vocational education programs. Systems may apply for their entitlement of federal funds to serve handicapped enrolled in vocational education to be used under the following guidelines provided the system's entitlement does not exceed $50,000.

Objectives of Grant

1. To provide supportive services programs for the handicapped vocational student in small school systems
2. To increase the number of handicapped students served in vocational education
3. To improve mainstreaming of handicapped students into regular vocational classes with adequate support services
4. To improve integration of the handicapped programs with total school services and instructional programs
5. To develop a more positive attitude among vocational teachers and administrators in serving the handicapped student
6. To improve the retention rate of handicapped students
7. To improve the job placement and job retention rates
8. To improve the process of modifying existing instructional materials

Grant Requirements

Each local school system receiving a grant must agree to the following requirements.

1. Assign an existing special education teacher/vocational education teacher as grant coordinator to coordinate academic and vocational education for handicapped students enrolled in vocational education
2. Identify and enroll handicapped students in grades nine through 12 in vocational programs according to criteria provided by the state superintendent of schools or authorized representative
3. Modify or adapt existing vocational programs and provide needed materials and/or equipment to enable handicapped students to profit from instruction related to their chosen occupations
4. Provide job placement assistance for economically handicapped students
5. Provide for personnel to attend staff development activities approved by the state superintendent of schools or authorized representative
6. Provide comprehensive diagnostic services to prescribe instruction of handicapped vocational students

7. Make evaluations and reports as requested by the state superintendent of schools or authorized representative

Use of Funds

Funds under this grant may be used for
1. salary for teacher aides to help other teachers in the coordination of academic and vocational education,
2. materials for handicapped vocational students,
3. services of special education teachers,
4. instructional equipment to provide supplemental vocational services to the handicapped (maximum of 50 percent of total grant) and
5. travel expenses for staff development/in-service purposes.

Resource

Guidelines for Completing Local Plan/Application or Vocational Education FY 91

Available from:

Office of Instructional Programs
General and Vocational Programs
1770 Twin Towers East
Atlanta 30334

Resources in Vocational Education

Working with Special Needs Students: A Handbook for Vocational Education Teachers

Produced under contractual agreement with the
Division of Program Development
Office of Vocational Education
Georgia Department of Education
Atlanta 30334
(1982)

Available from:
Vocational Educational Materials Center
University of Georgia
Green St.
Athens 30602
Cost: $3

Interagency Cooperative Agreement between the Georgia Department of Education and Human Resources

Effective: July 1, 1986

For: Special Education and Related Services

Contact:
Ruth Carr
878 Peachtree St.
Room 306
Atlanta 30309

Guidelines for Completing Local Plan/Application for Vocational Education FY 91

Available from:
Vocational Education
Georgia Department of Education
1770 Twin Towers East
Atlanta 30334

Appendix F
Rehabilitation Services

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Cooperative Agreement Between the Georgia Department of Education and the Georgia Department of Human Resources for Special Education and Related Services

Contents

I. General 58
A. Term 58
B. Definitions 58
1. Community Services 58
2. Department of Human Resources 58
3. Department of Education 58
4. Handicapped Children 58
5. Hospitalization 58
6. Individualized Education Program (IEP) 58
7. Institutional Care 58
8. Instruction 58
9. Individualized Program Plan (IPP) 58
10. Individualized Service Plan (ISP) 58
11. Individualized Work Rehabilitation Plan (IWRP) 59
12. Parents 59
13. Rehabilitation Center 59
14. Related Services 59
15. Responsible Local Education Agency (LEA) 59
16. School-age Children 59
17. Special Education 59
18. Rehabilitation Services (RS) 59
19. Workshop 59
20. State Youth Development Center (SYDC) 59
C. Delegation 59
II. Responsibilities 59
A. General 59
1. DOE 59
2. DHR 60
B. Eligibility 60
1. DOE 60
2. DHR 60
C. Determination of Services 60
1. DOE 60
2. DHR 60
D. Provision of Services at Placement 60
1. DOE 60
a. Methods 60
b. Regulations and Procedures 60
2. DHR 60
III. Procedures 60
A. General Procedures 60
1. DOE 60
a. Evaluation, Referral and Placement 60
b. Appeals 61
2. DHR 61
a. Referral 61
b. Evaluation 61
c. Development of the ISP, IPP or IWRP 61
d. Appeals 61

B. Specific Procedures 61
1. Procedures for Hospitalization 61
a. Admission 61
b. Release 61
2. Procedures for SYDCs 61
a. Placement 61
b. Release 61
3. Procedures for Rehabilitation Services 62
a. Eligibility 62
b. Referral 62
c. Evaluation 62
d. Development of the IWRP 62
e. Placement 62
f. Coordination with the DOE Office of Vocational Education 62
IV. Miscellaneous 62
A. Release of Records 62
B. Cooperative Staff Development 62
C. Local Cooperative Memoranda 62
1. Memoranda Recommended 62
2. Content of a Cooperative Memoranda 63
3. Quarterly Meetings 63
D. Statewide Data Sharing 63
E. Monitoring 63
F. Surrogate Parents 63
G. Construction 63
H. Third Parties 63

Cooperative Agreement Between the Department of Education and the Department of Human Resources for Special Education and Related Services

This Agreement is entered into this 1st day of July, 1986, by and between the Department of Education and the Department of Human Resources of the State of Georgia.

WHEREAS, the Department of Education has the responsibility for providing to eligible handicapped children of school-age special education and related services; and

WHEREAS, the Department of Human Resources has the responsibility for providing hospitalization, institutional care, and community services to the mentally ill and mentally retarded, and rehabilitation services to disabled individuals; and

WHEREAS, the Department of Education and the Department of Human Resources desire to establish a method for the delivery of special education and related services by the Department of Education to those handicapped children of school age who may also be in need of the services of the Department of Human Resources, and

WHEREAS, the Department of Education and the Department of Human Resources desire to clearly delineate those persons for whom each agency is responsible for the delivery of services, so that all citizens of this State will be effectively served;

NOW, THEREFORE, for and in consideration of the mutual convenants contained herein, the Department of Education and the Department of Human Resources hereby agree as follows:

I. General

A. Term

The term of this Agreement is effective July 1, 1986, until such time as revisions are felt necessary by either the Department of Education or the Department of Human Resources, as long as such time does not exceed 50 years.

B. Definitions

For the purpose of this Agreement, the following terms shall have the meanings designated below:

1. Community Services—community-based services deemed reasonably necessary by DHR to provide for training, habilitation, rehabilitation and care of individuals including but not limited to: diagnostic and evaluation services; day-care and training services; work-activity services; community residential services such as group and family-care homes; transportation services incidential to training; habilitation services; social services; medical services; and specified home services.

2. DHR—The Georgia Department of Human Resources.

3. DOE—The Georgia Department of Education.

4. Handicapped Children—children as defined in the *DOE Program for Exceptional Children Regulations and Procedures.*

5. Hospitalization—diagnosis, care, treatment, and habilitative training provided to a mentally ill or mentally retarded person pursuant to an individualized plan at a DHR owned or operated hospital.

6. Individualized Education Program (IEP)—a written statement for each handicapped child developed by the LEA containing: (a) a statement of the present levels of education performance, (b) a statement of annual goals including short-term instructional objectives, (c) a statement of the special education services and related services to be provided and the extent to which such child will be able to participate in regular education programs, (d) the projected date for initiation and anticipated duration of such services, and (e) appropriate objective criteria and evaluation procedures and schedules for instructional objectives are being achieved.

7. Institutional Care—residential care and training provided to a person admitted to a State Youth Development Center.

8. Instruction—instruction designed to meet minimum guidelines identified by DOE.

9. Individualized Program Plan (IPP)—a habilitation program, written in behavioral terms, developed by DHR and specifically tailored to the needs of disabled individuals receiving services from DHR.

10. Individualized Service Plan (ISP)—a treatment plan developed by DHR and specifically tailored to the needs of disabled individuals receiving services from DHR.

11. Individualized Work Rehabilitation Plan (IWRP)—a written plan for identifying rehabilitation related services to be provided by the Division of Rehabilitation Services and client involvement in the rehabilitation process.

12. Parents—a child's natural parents, foster parents or surrogate parents.

13. Rehabilitation center—a DHR facility operated for the purpose of assisting in the rehabilitation of disabled individuals.

14. Related services—transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as DOE determines, through the local IEP Placement Committee, that may be required to enable a handicapped child to achieve special education goals and objectives, as specified in the IEP, including the early identification and assessment of handicapping conditions in children.

15. Responsible Local Education Agency (LEA)

— for a handicapped child living with his or her parent or guardian the responsible LEA is then determined by the residence of the parent of guardian;

— for a handicapped child who is in the permanent or temporary custody of the state or committed to the state, and is placed with foster parents, the responsible LEA is determined by the residence of the foster parent;

— for a handicapped child who is in the permanent or temporary custody of the state or committed to the state, and not in the custody of foster parents, the responsible LEA is determined by the residence of the child.

16. School-age children—children of the ages 5 through 18, and those children 19 through 21 who are in a continuing program of special education until completion of that program or through age 21, whichever is sooner.

17. Special education—instruction specially designed by DOE through the LEA IEP/Placement Committee to meet the unique needs of a handicapped child.

18. Vocational Education—services necessary to assist an eligible handicapped person in obtaining and/or maintaining employment.

19. Workshop—a DHR facility where any manufacture or handwork is carried on and which is operated for the primary purpose of providing therapeutic, and habilitative and rehabilitative activities, including the use of monetary rewards as an incentive practice for disabled persons unable to engage in the competitive labor market.

20. SYDC—a State Youth Development Center operated by DHR.

C. Delegation

Whenever the terms of this Agreement place a duty or responsibility on DOE or DHR, the performance of that duty or responsibility may be delegated to an agent or independent contractor; provided, however, that the delegating agency assures that the duty or responsibility will be performed according to this Agreement.

II. Responsibilities

A. General

1. DOE

DOE, through the LEA, shall provide special education and related services to handicapped children of school age.

2. DHR

DHR, through state operated or contracted agencies, shall provide hospitalization, institutional care, community services, and rehabilitation services to handicapped children and other disabled individuals.

B. Eligibility

1. DOE

DOE, through the LEA, shall determine eligibility of children to receive special education and related services through an evaluation process. elegibility for special education and related services

shall in no way affect elegibility for hospitalization, institutional care, community services and rehabilitation services.

2. DHR

DHR shall determine eligibility of children to receive hospitalization, institutional care, community services and rehabilitation services through an evaluation process. Eligibility for hospitalization, institutional care, community services and rehabilitation services shall in no affect eligibility for special education and related services.

C. Determination of Services

1. DOE

DOE, through the LEA/IEP Placement Committee, shall determine apropriate special education and related services for handicapped children. IEP shall be developed for every identified school-age handicapped child reguardless of the placement of the child in the continuum of available services. This continuum of appropriate special education and related services may include, but not be limited to, services provided by public and private schools, private agencies and DHR operated or contracted agencies.

2. DHR

DHR shall determine appropriate delivery or hopsitalization, institutional care, community services, and rehabilitation services.

D. Provision of Services at Placement

1. DOE

a. Methods

DOE, through the LEA, shall provide special education and related services to handicapped children served in DHR operated or contracted agencies in accordance with the child's IEP at no cost to the parents. nent for special education and related services shall not be the responsibility of DHR; however, DHR shall provide transportation to those children served full day in DHR operated and contracted agencies. DOE through LEA, and with the agreement of the affected DHR operated or contracted agencies, may provide special education and related services, at their discretion, by either of the following:

(1) By contracting directly with DHR operated and contracted agencies for the provision of the services; however, in no event will the amount charged by DHR operated or contracted agencies to the LEA for providing those services exceed the amount of the State and LEA education funding for each handicapped student; or

(2) By providing special education and/or related services personnel directly to the agency.

b. Regulations and Procedures

In all instances where special education and related services are delivered to handicapped children at DHR operated or contracted agencies, the services will be delivered according to the *DOE Program for Exceptional Children Regulations and Procedures.*

2. DHR

DHR shall provide hospitalization, institutional care, community services, and rehabilitation services to handicapped children placed at institutions, hospitals, mental retardation service centers, community mental health day service centers, rehabilitation centers and workshops according to the IPP, ISP, or IWRP. Payment for these services, i.e., non special education and related services, shall not be the responsibility of DOE. DHR may seek reimbursement for these services pursuant to the Patient Cost of Care Act, O.C.G.A. Section 37-9-1, *et seq.*; however, in no event shall DHR seek reimbursement from the parents or guardians of any handicapped child for special education and related services.

III. Procedures

A. General Procedures

1. DOE

a. Evaluation

DOE, through the LEA, shall evaluate each school-age child who is referred for special education. In the evaluation process DOE, through the LEA, shall determine the appropriate special education and related services for a handicapped child through the development of the IEP. DOE, through the LEA shall review all IEPs at least annually. Every child placed in a special education program shall be reevaluated at least every three years.

After the IEP is developed, DOE, through the LEA, shall determine whether or not a handicapped child can be appropriately served in the school setting. Placement at a DHR operated or contracted agency will not be considered unless placement in the public school setting is not appropriate. Representatives of the appropriate DHR operated or contracted agency shall be invited to participate in the placement meeting concerning any child for whom placement at a DHR facility is being considered. In those cases where the LEA judges that a handicapped child may be appropriately served by a DHR operated or contracted agency, DOE, through the LEA, shall refer the handicapped child to the DHR operated or contracted agency. Within 10 working days the LEA shall forward to the appropriate DHR operated or contracted agency the child's records.

That DHR operated or contracted agency shall process the referral based on eligibility and admissions criteria and place the child in the program accordingly. In the event that the handicapped child does not meet the admissions criteria of that program or that program cannot accommodate the child, that program shall arrange with other DHR operated or contracted programs to obtain an appropriate placement.

b. Appeals

DOE, through the LEA, shall inform parents and guardians that any controversy over eligibility for or the provision of special education and related services may be appealed through the DOE appeals process. DOE, through the LEA, shall provide parents and guardians with a written description of the appropriate appeals procedures.

2. DHR

a. Referral

DHR operated and contracted agencies shall refer annually to the LEA each school-age child who is placed in a DHR facility. Each DHR facility, upon referral to the LEA, shall provide all current assessment data which it has on the child. In an effort to support Child Find activities conducted in LEAs, DHR shall refer to the LEA any handicapped child identified through DHR services.

b. Evaluation

DHR shall evaluate for appropriate services each child referred to it by DOE or the LEA.

c. Development of the ISP, IPP or IWRP

DHR shall develop an ISP, IPP, or IWRP as appropriate for each child who is eligible to receive hospitalization, institutional care, community services, or rehabilitation services. DHR shall deliver the services specified in the ISP, IPP, or IWRP.

d. Appeals

DHR shall inform parents and guardians that any controversy over eligibility for, or the provision of, hospitalization, institutional care, community services, or rehabilitation services may be appealed through the DHR appeals process.

B. Specific Procedures

1. Procedures for Hospitalization

a. Admission

DOE may not place a child in a DHR hospital. The responsible LEA may refer a handicapped child to a DHR hospital only through a Community Mental Health and Mental Retardation program.

b. Release

Prior to the release of a handicapped child from a hospital, DHR shall contact the responsible LEA to coordinate and ensure the continuation of special education and related services. To the extent that it is not in conflict with state law or rules and regulations the contact shall occur at least ten (10) working days prior to the child's release. DHR shall forward the child's educational records to the LEA within ten (10) working days following the child's release.

2. Procedures for YDCs

a. Placement

DOE may not place a child in a YDC.

b. Release

Prior to the release of a handicapped child from a YDC, DHR shall contact the Responsible LEA to coordinate and ensure continuation of special education and related services. To the extent that it is not in conflict with state laws, or rules and regulations, the contact shall occur at least ten (10)

working days prior to the child's release. DHR shall forward the child's educational records to the LEA within ten (10) working days following the child's release.

3. Procedures for Rehabilitation Services

a. Eligibility

DHR, through the Division of Rehabilitation Services, shall provide DOE upon the execution of this Agreement with a written statement of the eligibility requirements for rehabilitation services and available to eligible persons. DOE will disseminate this statement to all public school systems in the State.

b. Referral

DOE, through the responsible LEA, shall refer to the DHR Division of Rehabilitation Services for evaluation those handicapped students who are at the tenth grade level or who have attained 16 years of age and who appear to meet the requirements for eligibility for rehabilitation services.

c. Evaluation

DHR, through the Division of Rehabilitation Services, shall evaluate in a timely manner all children referred for rehabilitation services.

d. Development of the IWRP

If a child is deemed eligible by DHR for rehabilitation services, DHR, through the Division of Rehabilitation Services, shall develop an IWRP for the child. Any child for whom an IWRP is developed shall be delivered services by DHR according to that plan.

e. Placement

DHR, through the Division of Rehabilitation Services, may place a handicapped child for the provision of rehabilitation services in a Rehabilitation Center or a Workshop. This placement shall not be in lieu of or in any way interfere with the delivery of special education and related services by DOE. This placement shall be coordinated with the Responsible LEA.

f. Coordination with the DOE Office of Vocational Education

DHR, through the Division of Rehabilitation Services, may refer to the LEA any school-age children who are in need of vocational training in addition to that training provided by the Division of Rehabilitation Services or special education. Handicapped students eligible for vocational training shall be provided that service as specified in the IEP.

IV. Miscellaneous

A. Release of Records

Neither DOE nor DHR shall release personally identifiable information on any school-age child to the other without written permission. In the case of a child under eighteen years of age, written permission shall be obtained from the parent or guardian of the child. In the case of a person eighteen years old or older, written permission must be obtained from that person if it is determined by appropriate officials that the person is capable of understanding the consequences of the permission so granted. However, if it is determined by an appropriate official that the person is not capable of understanding the consequences of the permission so granted, the written permissio shall be obtained from the parent or guardian. In any case where a person has been adjudicated by a court of competent jurisdiction to be insane, mentally ill, mentally handicapped, or mentally incompetent to the extent he is incapable of managing his estate, and the affairs of such person are vested in a guardian, then written permission shall be obtained from the guardian. When a child is referred to the Responsible LEA by DHR, DHR shall obtain the appropriate written permission for transfer of the records. Upon written request, either DOE or DHR may request the transfer of records from the other agency. The transferring agency shall obtain the appropriate written permission for transfer of the record.

B. Cooperative Staff Development

Cooperative in-service and staff development activities shall be undertaken by DOE and DHR on statewide, regional and local levels. State level staffs shall coperate in the dissemination of the terms of this Agreement.

C. Local Cooperative Memoranda

1. Local Cooperative Memoranda

DOE and DHR strongly recommend that cooperative memoranda be implemented at the local level between the responsible LEA and the appropriate governing authorities of local programs, i.e.,

governing authorities of Area Mental Health Programs, Mental Retardation Service Centers, Rehabilitation Services, State Youth Development Centers, and the Department of Family and Children Services.

2. Content of a Cooperative Memoranda

It is recommended the cooperative memoranda: establish specific guidelines for dealing with release of information, including names of individuals within each agency responsible for transmission of information; identify responsibilities in delivery of services to mutual clients; and develop written agreements and guidelines regarding referrals and LEA services.

3. Quarterly Meetings

It is recommended the local cooperative memoranda also include a mechanism for establishing at least quarterly meetings with staff from the above-referenced agencies. These quarterly meetings shall: provide a medium for dialogue about agency policies and procedures; discuss sharing of agency personnel and services currently available and proposed; discuss criteria for crisis intervention and hospitalization of clients; and generate minutes to be shared with agency representatives.

D. Statewide Data Sharing

DOE and DHR shall share nonpersonally identifiable data on children to determine the degree of success of this Agreement.

E. Monitoring

DOE shall monitor the delivery of special education and related services to handicapped children in DHR facilities. DHR shall fully cooperate in this monitoring activity. DHR shall develop corrective action plans to address any deficiences noted by DOE in the delivery of education and related services to handicapped children in DHR facilities.

F. Surrogate Parents

DHR shall cooperate with DOE in the appointment of surrogate parents.

G. Construction

This Agreement is in no way to be construed as limiting or diminishing the responsibilities of DOE and DHR under State of federal law. In all instances this Agreement is to be construed to comply with the requirements of State and federal law.

H. Third Parties

This Agreement shall not be construed to create rights in any third parties.

Werner Rogers State Superintendent of Schools Georia Department of Education	James G. Ledbetter Commissioner Georgia Department of Human Resources
Date	Date

First Amendment to the Cooperative Agreement Between the Department of Education and the Department of Human Resources for Special Education and Related Services

The Cooperative Agreement Between the Department of Education and the Department of Human Resources for Special Education and Related Services, entered into July 1, 1986, by and between the Department of Education and the Department of Human Resources of the State of Georgia is hereby amended by adding to Article IV the following subsections:

I. Residential Services

Notwithstanding anything in this Agreement to the contrary, in any instance where an LEA develops an IEP which specifies residential services as a necessary part of a handicapped child's special educational program, then the provision of those residential services shall be the responsibility of the LEA. The Department of Human Resources shall have no responsibility for providing residential services specified in an IEP. However, the responsibility of DHR to provide hospitalization, institutional care, community services, and rehabilitation services to handicapped children as specified in Article II.D.2., hereof, remains unchanged.

J. Day Services

Notwithstanding anything in this Agreement to the contrary, any referral of a handicapped child to DHR by an LEA for the provision of services shall place no obligation on DHR to provide those services except for the provision of day services at a mental retardation service center. For the referral of a handicapped child to DHR for the provision of day services at a mental retardation service center, the provisions of Article II.D.1 and Article III. A.1.a, hereof, apply.

This Amendment entered into this _____ day of _____, 1987.

Werner Rogers, Ed.D.
State Superintendent of Schools

James G. Ledbetter, Ph.D.
Commissioner
Georgia Department of Human Resources

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Carl D. Perkins Vocational Education Act of 1984); or handicap (Section 504 of the Rehabilitation Act of 1973) in education programs or activities receiving federal financial assistance.

Employees, students and the general public are hereby notified that the Georgia Department of Education does not discriminate in any educational programs or activities or in employment policies.

The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II—Audrey Reid, Vocational Equity Coordinator
Title VI—Josephine Martin, Associate State Superintendent of Schools
Title IX—Ishmael Childs, Coordinator
Section 504—Wesley Boyd, Coordinator

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, Twin Towers East, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.

Exceptional Students Division
Georgia Department of Education
Werner Rogers -
State Superintendent of Schools
1990